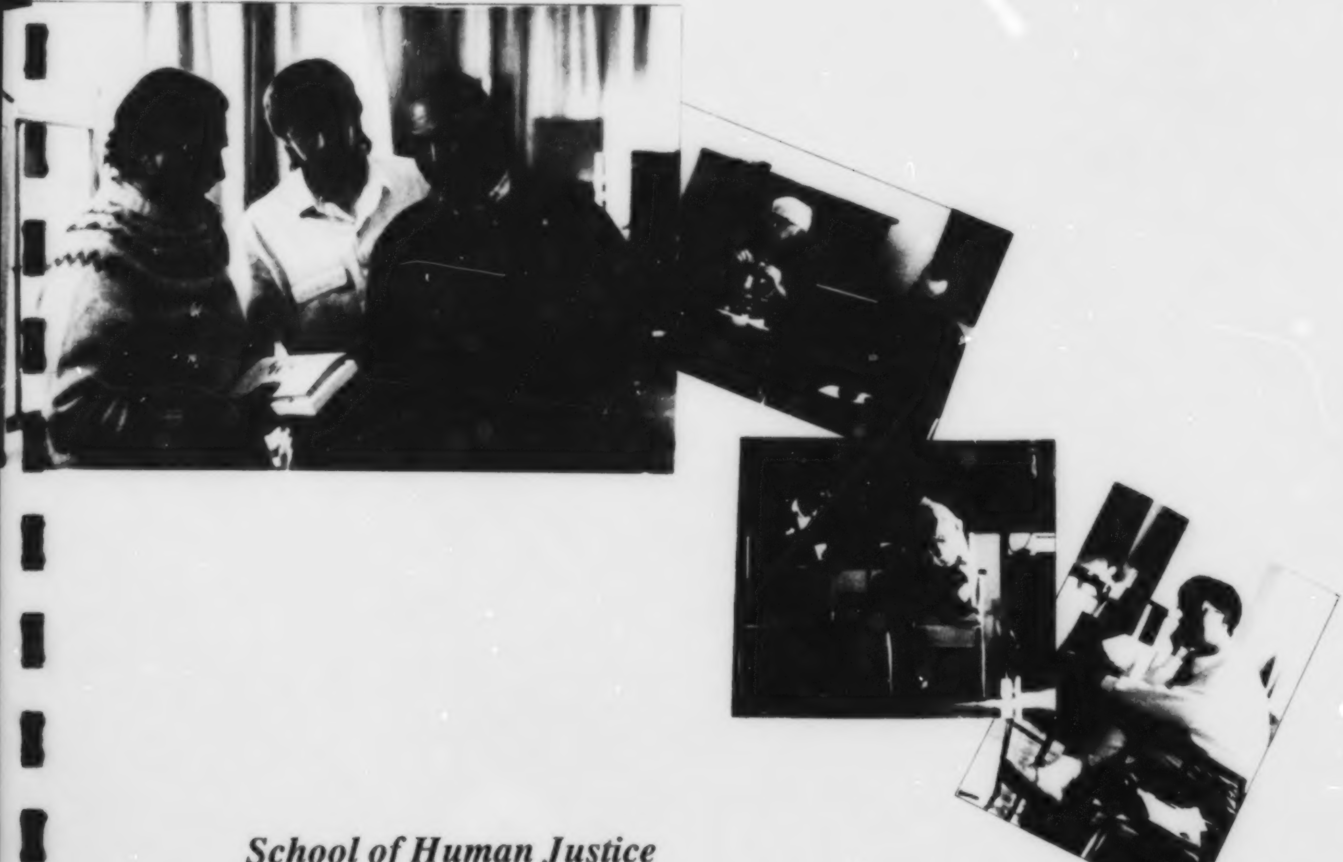
HUMAN JUSTICE STUDIES INTO THE 21st CENTURY



School of Human Justice
University of Regina

HUMAN JUSTICE STUDIES
INTO
THE 21ST CENTURY:

Curriculum Analysis and Reformulation
of a
Distinct University Programme

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What distinguishes thought is that it is something quite different from the set of representations that underlies a certain behavior; it is also something quite different from the domain of attitudes that can determine this behavior. Thought is not what allows one to step back from this way of acting or reacting, to present it to oneself as an object of thought and question it as to its meaning, its conditions, and its goals. Thought is freedom in relation to what one does, the motion by which one detaches oneself from it, establishes it as an object, and reflects on it as a problem.

- Michel Foucault, from *The Faucault Reader*, P. Rabinow (ed.). Pantheon, New York, 1984.

For injustice to be acceptable evidently it must resemble justice.

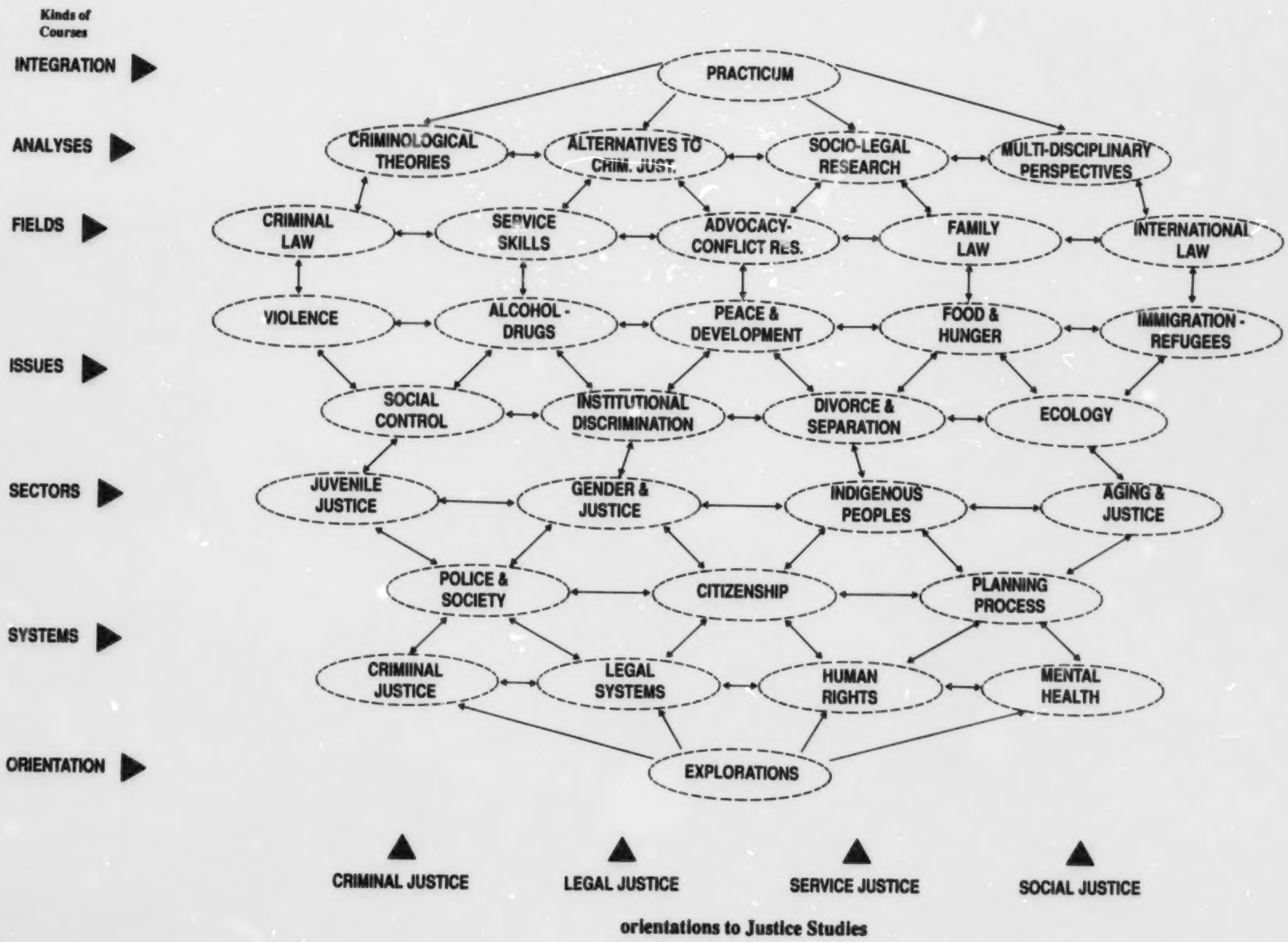
- Barrington Moore, Jr. from *Injustice: The Social Basis of Obedience and Revolt.* Pantheon, New York, 1978.

It is not given to any general of men [sic] to complete the tasks of human improvement and redemption; but no generation is free, either, to desist from them. In meeting the challenges thus thrown up men can move forward only from where they stand, and it is correspondingly vital that they should note, with care and understanding, where this is and how they came to it. For human justice these wider truths bear down with great force, especially when (as too often today) justice must first be recalled to men before they can remember and recognise it. In this situation the continuity of the rich stream of Western thought to which this work has devoted itself becomes more critical than ever. A society in which the questionings of justice cease to be a constant prod and perplexity would not be human in any sense that matters.

- Author unknown.

The Curriculum Web

(Bachelor and Certificate of Human Justice)


Kinds of Courses
INTEGRATION
ANALYSES
FIELDS
ISSUES
SECTORS
SYSTEMS
ORIENTATION
PRACTICUM
CRIMINOLOGICAL THEORIES
ALTERNATIVES TO CRIM. JUST.
SOCIO-LEGAL RESEARCH
MULTI-DISCIPLINARY PERSPECTIVES
CRIMINAL LAW
SERVICE SKILLS
ADVOCACY-CONFLICT RES.
FAMILY LAW
INTERNATIONAL LAW
VIOLENCE
ALCOHOL - DRUGS
PEACE & DEVELOPMENT
FOOD & HUNGER
IMMIGRATION - REFUGEES
SOCIAL CONTROL
INSTITUTIONAL DISCRIMINATION
DIVORCE & SEPARATION
ECOLOGY
JUVENILE JUSTICE
GENDER & JUSTICE
INDIGENOUS PEOPLES
AGING & JUSTICE
POLICE & SOCIETY
CITIZENSHIP
PLANNING PROCESS
CRIMIINAL JUSTICE
LEGAL SYSTEMS
HUMAN RIGHTS
MENTAL HEALTH
EXPLORATIONS
CRIMINAL JUSTICE
LEGAL JUSTICE
SERVICE JUSTICE
SOCIAL JUSTICE
orientations to Justice Studies

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I would also like to acknowledge the sessionsals, students, graduates and members of supporting agencies who attended our 3 curriculum workshops held across the province during May 1988; and to those who attended the final Curriculum Workshop in December of that year.

Finally, this research and report was done while I was incapacitated from a herniated disc during the summer and fall of 1988. It was conceived and written and rewritten from my bed, on my back, in small bits as my pain and energy allowed. I could not have accomplished this task were it not for the immensely cooperative and supportive relations among people working in Human Justice and the committed and knowledgeable care of several healthcare practitioners - especially acupuncturist Dr. Lee, and General Hospital physiotherapist Shirley Strohan.

PREFACE

It is my hope that these proposals for reformulating the Human Justice curriculum will be enhanced through more collective, critical examination. There are 3 main points I want to stress to ensure they are recognized in further discussions.

First, the historical discussion of the courses developed since 1976 was not based upon thorough research of all documents and correspondence on the program, though early documents found by Ron Schriml certainly helped (see Section 5.8). Nor do I have sufficient first-hand experience to include a complete social history of the programme, though the brochure I recently drafted provides an historical overview (see Appendix C). Having this additional knowledge and background would have clearly helped clarify the discussion in this report. It should be clear that some of my observations about the rationales and objectives for courses are more "deductions," or the result of my assimilation into the core faculty, than based on historical record or experience.

Second, it should also be clear how I developed recommendations. I listed recommendations as I proceeded through sections. This "incremental" approach was necessary, at least initially, to help reduce as well as to clarify the choices. The ultimate choices, however, depended on some overall considerations (such as in Section 4) which could not be addressed without the detailed background.

The long list of recommendations must ultimately be considered as a whole. However, I considered it premature to reconsider each in terms of the total list without others having the opportunity to expand or correct the background. A revised total list under more generic headings was the basis for discussions involving others in a December 2, 1988 curriculum workshop (see Appendix F). Several changes have been made in this final version based on the suggestions and decisions at that workshop (see Appendices G and H). These changes are italicized in the recommendations in the text.

Third, it should be clear that and why this is not intended as a traditional evaluation by objectives. My major concern was to accurately document the actual Human Justice curriculum which was developed. This, of course, involved a discussion of the original objectives of the courses, and original groupings of courses (bands). In this sense the recommendations reflect whether or not objectives were met, can better be met or have been superseded.

Questions arising from the overall objectives or reconsideration of these objectives are always implied, and are more directly addressed in the reflection on the earliest proposals for curriculum (see section 5.8). If there is any overall conclusion regarding the objectives of the programme from this curriculum review it is that the basic objectives for the interprofessional programme remain sound, but that due to changes in actual and potential students and in the multidisciplinary problems of justice requiring attention, that the curriculum and its design requires changes. If anything I would argue that there is a need to return more closely to the original objective of Human Justice servicing a unique interprovincial province-wide constituency and not to be so tied to the Social Work programme.

1. INTRODUCTION

1.1 Thoughts on Curricula

At the start I want to clarify what I do and do not mean by "curriculum." The term curriculum is usually translated as "course of study," as in curriculum vitae meaning "course of life's study." Apparently, the term also originated from chariot racing, and continued to evolve as in the sense of racecourse. Human Justice has felt like a race track, especially since its small budget was cut in 1987 by the Board of Governors, but that is **not** what I mean.

If by "course" one means setting a course, as in having a destination in travelling, then "curriculum" will appear very goal oriented; and, by definition, exclusive of much experience and learning that does not fit the predetermined destination. Though some curricula is designed to accomplish such a linear, training course of study, this is not what I mean.

If, however, by "course" one means to set a tentative direction, around which people gather resources to problem-define and problem-solve, always ready to change course on the basis of study, then the metaphor is helpful. Used in this way, it has more to do with lifelong and vocational learning than occupational preparation. Later, I will expand on the contrast when I discuss different ways of conceptualizing curricula, for example, hierarchies, matrices or webs.

Before discussing specific courses, and proposing changes, it is necessary to consider some general guidelines. I outline these for discussion and presume that group discussions will help conceptualize more comprehensively.

My first guide is the general coherence of the course. This could be approached as though the course stood on its own, as every course should to some extent, almost as a work of art. However, a particular course, delivered by a certain instructor, with a unique constellation of students - all at a stage of readiness for the ideas and experiences, is beyond standardized comparison. By definition these unique dimensions of our courses cannot be central to the proposals except insofar as we consider the course (including availability of resources and instructors) to have a particular potential for stirring and grabbing people.

So by this first guide I mean making a more general judgement on the course and its ability to be, or become through alterations, a critical part of a web of justice education. This, of course, raises a whole new set of questions, including theoretical ones about perspectives on justice, and on justice institutions and agencies. In this sense a curriculum is or should be a shorthand for fairly thorough comparative theory. I will not, however, be attempting anything of this scope in this discussion.

A context has to exist to evaluate general coherence. In our case this context is bounded by the history of the program, particularly the coursees which have been created, past reviews, and evolving objectives. Critically reviewing the concepts and definitions of "bands" and of "streams" will also be helpful. The bands (developed in 1979) refer to areas of courses, specifically i) policy, organization, and issues in

Human Justice systems; ii) integrative and contextual studies; iii) applied human justice service studies.

In contrast, the streams (developed in 1984) refer to orientations to justice studies, specifically: 1) Criminal Justice - studying the theory and practice of law-making, law enforcement, sentencing and corrections; 2) Socio-legal - studying the interfaces of law, society and the state; 3) Social Justice - studying the substantive and ethical issues resulting from the distribution of benefits and burdens in society; and 4) Human Services - the application of multidisciplinary studies to understanding and enhancing legal, social, health and other services to people.

The "bands" and "streams" will be discussed at length in Section 4. It may be that some new concepts, besides bands or streams, will be required to articulate proposals for change in the Human Justice curriculum. Concepts of "core," "clusters" and "foci" have already become part of our vocabulary, especially in relation to Human Service education, and these will be discussed later.

Additional criteria that will be considered are the record of delivery, the ability to facilitate student counselling and to link to other "human service" programs, and the availability of instructors and resources. Though coherence will be treated as primary to these, these need consideration before implementing any changes.

The record of delivery has to take into account the various locations where the curriculum has been developed and delivered. Native Human Justice, Social Work, Psychiatric Nursing, Chemical Dependencies and Peace Studies all must be considered, as must the implications of the proposed Faculty of Human Service. Existing and potential full-time faculty and sessionals, as well as course binders, relevant reports, published Canadian writings, also must be taken into account.

1.2 A Personal Context

I think I should state, at the outset, what direct and indirect experience I have had with the design and delivery of this curriculum over the years. That way both I and others can better consider if a bias is entering into the analysis which favors the retention of particular courses or themes without appeal to the general criteria and argument.

I think this issue of attachment to courses is important because so **often curriculum is created through personal interests and choices, without reference to a coherent whole.** It is, also, not uncommon in universities for people to get quite attached to, and even defensive about, "their" courses. Sometimes a creative mix of person, subject matter and style occurs, which leads to unforgettable university courses. But often this creative transcendence fails to occur, in part because the course lacks either internal coherence or is poorly communicated. Sometimes the instructor and material simply fail to jell.

The courses that I have helped design, in order of the greatest to least involvement are: HJ383 (Alcohol and Drugs), HJ384 (Peace and Development), HJ430 (Multidisciplinary Perspectives), HJ412

(Delinquency), HJ200 (Corrections), HJ389 (Juvenile Justice), and HJ302 (Information for Justice). I have also had some input in HJ304 (Introduction), and HJ385 (Workplace).[1]

The courses which I have delivered, or helped deliver, again in order of greatest to least involvement, are: HJ383 (Alcohol and Drugs), HJ384 (Peace and Development), HJ430 (Multidisciplinary), HJ200 (Corrections), HJ412 (Delinquency), HJ389 (Juvenile) and HJ455 (Social Control). I also did some preparatory work for HJ411 (Citizenship) but never taught this course.

Other courses that I consider myself able to teach are HJ306 (Professions) and HJ380 (Gender). The courses which I have helped redesign and delivered in Social Work are: SW417 (Alcohol and Drug Abuse), SW421 (Human Growth and Behavior) and SW375 (The Politics of Change).

My interdisciplinary education, background and interest in social psychology, sociology of knowledge, philosophy of science, environmental studies, drug research and peace studies, is reflected in my range of teaching in this faculty. My involvement in both criminological and socio-legal problems comes primarily from a social science, not a legal background. I do not have a particularly strong background, prior to human justice, in criminal justice systems other than studying criminology as an undergraduate, and doing Masters research in the Prince Albert jail. I have, however, had a long-term research involvement in issues of natives and justice.

My interest in curriculum comes mainly as a practitioner in education over 25 years - including in alternative elementary and high schools (Greenhouse in Regina, Knowplace in Vancouver); in university undergraduate programs in psychology (Regina and Lakehead); political science, sociology, anthropology (Simon Fraser); and environmental studies (Waterloo); in community college education in social services (Confederation College); and in adult and community-based education in social work and human justice (Regina). It also comes from a social and theoretical interest resulting from a long-term curiosity about human language and thought, philosophy of knowledge, multidisciplinary research methodologies and educational reform.

Finally, in a personal vein, I see this working paper as the third in a series of pieces I have written or co-authored on the human justice curriculum. The first two were ***A Review of the Human Justice Curriculum*** done in 1985,[2] and ***Defence of Justice Studies*** done in 1987[3]. The constructive process of continually rethinking our courses and curriculum with my colleages in human justice over the last eight years has been most rewarding, and quite unique in my experience in five universities.

In addition to work in the School of Human Justice during my decade in this Faculty, I have served on several curriculum-related committees, including the Joint Committee with the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS), Ka Pa Chee program, the Joint Committee on Human Services with The Saskatchewan Psychiatric Nursing Association (SPNA), the Faculty's New Directions Committee, the Core Planning Group on Extension's Chemical Dependence Studies, a university-wide committee surveying the potential for peace and development studies and the Task Force on the Faculty of Social Work's Future. My experience as Director of Prairie Justice Research over 5 of the last 7 years has brought me in direct contact with Criminology Departments and Centres across Canada, and the United States as well as the federal Ministry of the Solicitor General with whom I have negotiated several contributions agreements on behalf of the University of Regina. All of this has provided me with a necessary first-hand sense of related programs and issues without which I would not attempt this.

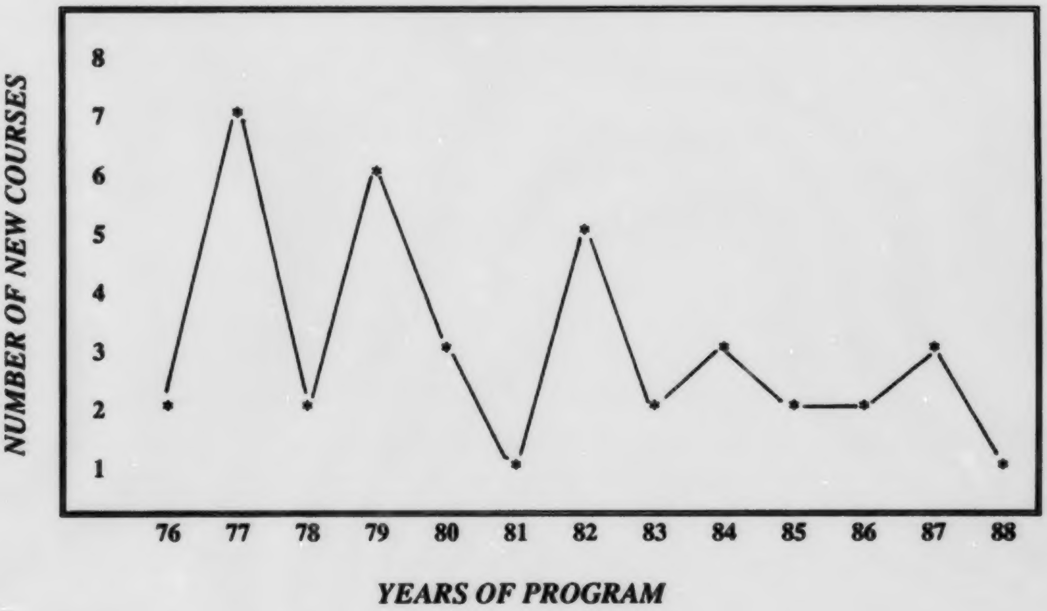
2. HISTORICAL TRENDS

Between 1976 and 1988 40 different courses, including practicum, were developed and delivered. Each year (except 1981 and 1988) at least two new classes were delivered. More vital, from 1976 to 1988 there was **a steady decline of new courses**, with a peak of 7 new courses in 1977 and a low of 1 new course in 1988 (see Graph I). The exception to this steady decline in new courses was 1987 when 3 new courses were delivered. This reflected a potentially new wave in curriculum development occurring at the time of severe budget cuts to the School, discussed in more detail later.

The overall pattern of introducing new courses is related to the number and strengths of full-time faculty, and research and community activities. These relationships are explored in more detail throughout the report.

This decline in new courses and the total accumulation of 40 discrete courses encourage a fundamental reformulation of the curriculum. It is quite clear that rather than continuing to add courses there was a need to consolidate and cull the curriculum to offer a smaller number of interdependent courses with readily-available resources and instructors. The time had come for this process even before the severe budget cuts to Human Justice.

GRAPH I



2.1 Culling Courses

Some course culling is possible by identifying which courses persisted and which receded in the program. There are several possible reasons why a course would no longer be offered, including loss of instructors, incorporation of material in new courses, lack of need for the initial more general courses as curriculum broadens and new perspectives on curriculum develop.

If such reasons can be articulated, culling of courses can help deepen our understanding and reformulation of the curriculum. Since this culling has more implications for the older courses, care was taken so that this exercise did not have bias towards the newer courses.

The courses not offered since 1982 are:

1. HJ465 - Policy Development and Service Delivery
2. HJ412 - Youth and Delinquency
3. HJ466 - Human Justice Organizations
4. HJ468 - Justice in Canada

These 4 original, general classes can be reconsidered in view of a broadening of the course offerings which address these same areas and issues. In total these 4 courses were only offered 19 times. The three created in 1979 (HJ412, 466 and 468) were only delivered 16 times, compared to the other courses created that year (HJ414, 422 and 423) which, in total, were delivered 43 times. Furthermore, these 3 latter courses, though also created in 1979, were all still being delivered in 1988.

Comparing the 2 groups of courses in theme and content is instructive. The ones which persisted dealt with general but vital areas of justice studies (planning, legal systems, family law) and have not been superseded by other courses. The others (youth, organizations, history) have either been superseded or greatly incorporated in other courses.

Recommendations No. 2.1

I would recommend that all 4 of these courses be dropped from the Human Justice Programme for the following reasons:

1. HJ465 (Service Delivery) has only been offered 3 times in total up to 1980. Though it was to deal with the criminal justice system as a major case study of delivery systems in the human services, this can be addressed in other classes such as HJ300 (Criminal Justice) and HJ422 (Legal Systems) which have been offered regularly. Furthermore, the class is cross-listed with Social Work 465 and, if anything, these should be re-developed as a generic human service class.

2. HJ412 (Youth) was delivered 7 times in total up to 1982. It was developed in part, to provide both conventional and critical theoretical perspectives not provided in depth by Sociology courses on crime such as Sociology 208 and 215. But it has been superseded by HJ389 (Juvenile), which also addresses youth and justice issues, including the young offenders legislation. The interest in these issues obviously persists. Together, these courses were offered 19 times from 1979-1988. However, the latter course reflects the ideal, more integrated approach sought by the programme.

3. HJ446 (Organizations) was offered 5 times up to 1982. It provided an overview of services within the criminal justice system before other, more focused courses which could address this existed. The newer course on Juvenile Justice (HJ389) or Women and Criminal Justice (HJ380) both contain material on such services. HJ300 (Criminal Justice) and/or HJ304 (Introduction) could easily provide the introduction to services in criminal justice. HJ200 (Corrections) should provide for historical and organizational analyses of corrections. *Since this area of study is so central to the Human Justice curriculum there is a need to consider how this area links to HJ411 (Citizenship) as well as HJ422 (Legal Systems) in particular, and to, perhaps, create a new less general course on Organizations. A working group on this cluster of courses could help clarify their interrelations.*

4. HJ468 (Canada) was only offered 4 times up to 1982. Again it was a highly general course on the history and legacy of justice systems and practices in Canada. While this heritage must be addressed somewhere in the curriculum, perhaps in HJ300 (Criminal Justice) and HJ421 (Criminal Law), it no longer requires or justifies a course. Nor is the disciplinary approach (e.g., history of justice, economics of justice) practical or viable for the programme. *The curriculum would, however, be strengthened if a set of common readings on the history of legal and criminal justice systems was developed.*

It would be possible to continue this culling process by considering courses not offered since 1983, since 1984, etc. **However, there were no courses that were not offered after 1983, or 1984, and it is not appropriate to cull the few that have not been delivered since 1985 or 1986 since this is too short a time upon which to base decisions.** The fact that there were no courses (other than the 4 already discussed) that were not offered since 1982-1984 is further reason to drop those 4 courses.

Before proceeding to the next stage in examining the history of courses, it is important to note that the culling process has already suggested some courses that should remain in the curriculum; for example, HJ300 (Criminal Justice), HJ380 (Women), HJ389 (Juvenile) and HJ422 (Legal Systems). These are discussed later.

2.2 Established Courses

The second means of deciding on future curriculum by examining historical trends is to identify courses which have persisted. The number of times a course was delivered does not in itself suggest it was "perfected," but at least the most often delivered courses provide an opportunity for improvement. Given that the School had fairly regular reviews of courses (1979, 1983, 1985, 1987), and ongoing feedback from sessional instructors, some examination of long-standing courses occurred.

This approach also helps ground the reformulation of curriculum in its actual history. While there is a place for more theoretical/conceptual reformulation, which is attempted later, it would be an error to separate this from the practical activity of curriculum - as actually developed and delivered.

The most delivered courses are shown in Table I. It is noteworthy that a de facto "core" of courses existed in the period 1976-1988. During this period (even excluding HJ200 which is delivered regularly as part of the province's Corrections Training programme) **36% of the courses accounted for 61% of the offerings.** The 14 most delivered courses comprised 177 of the total 308 Human Justice course offerings from 1976-1988. Furthermore, 50% of the courses accounted for 75% of the offerings.

TABLE 1

Number of Times 39 Human Justice Courses Offered from 1976 - 1988 (Summer)

(Excludes Practicum)

Times Offered	Course Name and Number
19	HJ412 and 389 - *Youth and Delinquency and Juvenile Justice;*
	HJ200 - *Corrections*
17	HJ410 - *Mental Health;* HJ422 - *Legal Systems*
15	HJ351 - *Criminology;* HJ423 - *Family Law*
13	HJ421 - *Criminal Law;*
	HJ401 - *Police*
12	HJ411 - *Citizenship;*
	HJ389 - *Juvenile Justice*
11	HJ437 - *Service Skills*
	HJ455 - *Social Control*
	HJ414 - *Planning*
	HJ380 and 382 - *Women and Justice/Gender and Justice and Women and Crime*
10	HJ300 - *Criminal Justice*
	HJ424 - *Human Rights*
	HJ386 - *Divorce*
9	HJ384 - *Peace and Development*
8	HJ435 - *Economic Analysis*
	HJ430 - *Multidisciplinary Perspectives*
	HJ385 - *Helping*
	HJ388 - *Inidgenous People*
7	HJ350 - *Violence*
	HJ412 - *Delinquency*
	HJ387 - *Conflict*
6	HJ436 - *Personality Assessment*
	HJ383 - *Alcohol and Drugs*
	HJ382 - *Women and Justice*
5	HJ466 - *Organization*
4	HJ468 - *Justice/Canada*
	HJ380 - *Women and Crime*
	HJ303 - *Child Law*
3	HJ465 - *Delivery Systems*
	HJ302 - *Information*
	HJ381 - *Alternatives*
2	HJ385 - *Workplace*
1	HJ301 - *Welfare*
	HJ304 - *Introduction*
	HJ305 - *Food*
	HJ380 - *Gender*
	HJ306 - *Professions*

By definition the earliest created courses had more of a chance of becoming part of the "core." So this analysis based on course delivery, though necessary, is not sufficient to reconstruct a core of courses.

My first observation is that **if a student was to take the most delivered courses (i.e., the 50% of classes which accounted for 75% of offerings over the last 12 years) he or she would receive a quite thorough and balanced programme.** There is no obvious redundancy among these courses and the scope of problems, and theoretical and practical issues is quite impressive. A hypothetical Human Justice student would encounter issues of justice pertaining to: mental health, legal systems, criminology, family law, criminal law, police, citizenship, juvenile justice, service skills, social control, planning, criminal justice systems, human rights, divorce, peace and development, economic analysis, multidisciplinary perspectives, Aboriginal people and women and justice.

While listing keywords for these most delivered courses does not create a rationale for their inclusion in future curriculum, it does indicate that **historical program development attempted to create a broad array of inter-professional, multidisciplinary, human service courses.** This accomplishment must not be jeopardized in any reformulation of the curriculum. I believe that with careful planning such a curriculum can in fact be improved.

It is worth considering what would result if the most frequently offered courses were included in a reformulated curriculum Among the 6 most delivered courses (HJ410, HJ422, HJ351, HJ423, HJ421, HJ401) HJ422 (Legal Systems) would be selected first since not only was it delivered most often, but it wasn't created as early as others, not until 1979. Though HJ410 (Mental Health) was delivered as often, it was created earlier, in 1977. Similarly, HJ423 (Family Law) would be selected ahead of HJ351 (Criminology) because it was created two years later in 1979. And HJ401 (Police) would be selected ahead of HJ421 (Criminal Law) because it was created two years later in 1980.

The fact that a majority of these "core" courses have had sessional instructors shows how vital sessionals are to the program. I submit it is also an indication of how under-resourced the program has been from the beginning. The willingness of key sessionals to travel has sometimes influenced the pre-dominance of some courses in the curriculum. This was the case with HJ410 (Mental Health) in the early years. It is certainly impossible to continue the program without strong full-time human resources around which to organize part-time sessional instructors.

This comparison becomes a little artificial once the interdependence of the substance of these most delivered courses is considered. These 6 courses, in fact, can be seen to form an integrated whole. HJ422 (Legal Systems) could be seen as a broad, comparative, historical and philosophical overview of the development of legal institutions and processes, providing a foundation for focussed studies in a variety of areas (e.g., corrections, alternatives, family, alcohol, etc.). HJ351 (Criminology) could be seen as an overview of the ideological and structural issues of theory and method that are central to the study of legal systems and problems of justice. I am not saying that this is necessarily the way these courses were designed or taught; in fact, the description of HJ351 does not convey this rationale. However, such a complementary approach to overview and foundations could in fact be developed in these courses, through minor redesign.

This, of course, raises issues of sequencing and prerequisites which are addressed in the final section.

The other most offered courses could be placed into this same format, although that is not how they were taught. HJ410 (Mental Health) raises important substantive, including policy and service, issues about the legal system, social conditions and mental health. These involve problems which could build on or interrelate with both HJ422 and HJ351 (Legal Systems and Criminology). HJ423 (Family Law) does the same thing, perhaps involving more substantive law, but still covering a wide scope of policy and service issues resulting from a critical criminological and socio-legal perspective on the concrete workings of legal systems. HJ401 (Police) and HJ421 (Criminal Law) provide further studies of legal systems and legal theory, both from conventional and critical perspectives, which address the problems of policy and services and place legal theory in an administrative context of law enforcement practices. As such, issues of both ideology and structure could be addressed in the concrete to provide knowledge essential to examine and reformulate policy and practice.

While it is premature to recommend actual courses that should be included in future curriculum on the basis of this examination of historical trends I recommend that courses addressing the above areas be included. I suggest the rationale, scope, and description of all these courses could be improved and clarified. HJ351 (Criminology) may no longer be required in its original form since several more focussed classes have been developed since its introduction in 1977. It could, perhaps, become a more advanced integrating course.

It is noteworthy that taking these most delivered classes as a group, **the programme had a socio-legal scope from the start**, and that it included socio-health issues especially those raised by a study of mental health. While the legal side has been stronger (family law, criminal law, policing) there has always been an attempt to put these into an applied, human services (policy and program) context.

I could continue with this process, analyzing the next group of most delivered classes (HJ411, HJ389, HJ437, HJ455, HJ414, HJ300, HJ424, HJ386). For the most part these extend and deepen the criminological and socio-legal study of problems of justice. Issues of youth and justice, criminal justice and human rights, for example, expand the curriculum into new areas. Rather than proceed with this more incremental approach, however, I think it is more helpful to look at what are referred to as waves of courses.

2.3 Historical Waves

Before leaving this historical analysis it is worth reconstructing the development of the curriculum in terms of "waves" of new courses. This provides the background to help reconsider curriculum as a whole rather than relying on a more piecemeal approach. **It also provides a basis for the more conceptual reexamination to follow.**

Clearly it takes a lot of time, energy, planning and, hopefully, foresight to initiate and resource a number of new, unique university courses such as those developed for the Human Justice Curriculum. It is expected that a lot of time is also then required to maintain them, especially as the number of courses and students grow. Hence, you expect the number of new courses to decline as total courses offered increases, which is what we found (see Graph I).

Three years (1977, 1979 and 1982) stand out as peak years when most new courses were introduced. I will look at each of these "waves" in detail. On the basis of this discussion I will make further, preliminary recommendations about the curriculum which will be reconsidered in a more wholistic sense in the concluding section.

2.3.1 1977: Current Issues in Criminology

In 1977, the second year of the program, 7 new courses were created (see Table II). From most to least often delivered (from 1977-1988) these were: HJ410 (Mental Health), HJ351 (Criminology), HJ437 (Service Skills), HJ455 (Social Control), HJ435 (Economic Analysis), HJ350 (Violence) and HJ436 (Personality Assessment).

This "wave" of new classes reflects a pragmatism. The courses reflect the growing need (including social and governmental demand) and ability to analyze issues of crime and justice, which was also reflected by the growth of criminology degrees and centres across Canada at the time. The course on Violence (HJ350) began as two mini-classes, one on prison violence, the second on terrorism. Even the course desciptions reflect the new-found topicality in society, which is something deserving inquiry. HJ410 (Mental Health) refers to finding "solutions and new ways the community could become involved" in mental health services. At the time there was deinstitutionalization of psychiatric patients and a growing recognition of the link between mental health and criminal justice problems and systems. HJ351 (Criminology) refers to "violence and confrontation." It was in the mid-1970s that a rash of prison "riots," with actual or threatened hostage taking, occurred in Canada and the United States. The enormity of the police and para-military repression most noteably in the case of Attica, New York, raised profound questions about law and order, civil liberties and social control.

HJ437 (Service Skills) talks of examining the "skills employed" by people in the "social control settings" in the criminal justice system. The attempt to merge control and helping roles in corrections and even policing, in part, triggered this concern. HJ455 (Social Control) talks of "applying the concept of social control" to professionals and "an analysis of the human services." There was a growing interest in generic issues of social control as well as social care in what was increasingly referred to as the human services. HJ435 (Economic Analysis) looks at the "practice of punishment and victim compensation" as well as "anti-trust legislation." The rising costs of criminal justice as well as less visible white collar crime was of primary concern. HJ350 (Violence) refers to "current concepts of violence" and the reviewing of "past responses to violent incidents." And finally HJ436 (Personality Assessment) emphasizes "habitual patterns of interaction" among people in "human services." This reflected an interest in interprofessional education helping enhance

Saskatchewan services, particularly approaches to treament and rehabilitation, and perhaps encouraging reform through enlightenment.

TABLE II

*Introduction of Human Justice Courses by Year**

Year	Course Name and Number
1976	HJ300 - *Criminal Justice* (10)
	HJ465 - *Policy Development* (3)
1977	HJ410 - *Mental Health* (17)
	HJ351 - *Criminology* (15)
	HJ437 - *Service Skills* (11)
	HJ455 - *Social Control* (11)
	HJ435 - *Economic Analysis* (8)
	HJ350 - *Violence* (7)
	HJ436 - *Personality* (6)
1978	HJ421 - *Criminal Law* (13)
	HJ411 - *Citizenship* (12)
1979	HJ422 - *Legal Systems* (17)
	HJ423 - *Family Law* (15)
	HJ414 - *Planning* (11)
	HJ412 - *Delinquency* (7)
	HJ466 - *Organizations* (5)
	HJ468 - *Canada* (4)
1980	HJ200 - *Corrections* (19)
	HJ401 - *Police* (13)
	HJ430 - *Multidisciplinary* (8)
1981	HJ424 - *Human Rights* (10)
1982	HJ386 - *Divorce* (10)
	HJ385 - *Helping* (8)
	HJ388 - *Indigenous People* (8)
	HJ387 - *Conflict* (7)
	HJ383 - *Alcohol and Drugs* (6)
1983	HJ389 - *Juvenile* (12)
	HJ384 - *Peace* (9)
1984	HJ382 - *Women* (6)
	HJ302 - *Information* (3)
	HJ381 - *Alternatives* (3)
1985	HJ380 - *Women and Crime* (4)
	HJ385 - *Workplace* (2)
1986	HJ303 - *Child Law* (3)
	HJ301 - *Welfare* (1)
1987	HJ380 - *Gender* (1)
	HJ304 - *Introduction* (1)
	HJ305 - *Food* (1)
1988	HJ306 - *Professions* (1)

* The numbers after the short title for the course are the number of times this course was delivered until 1988 (Summer). This excludes offerings by the Native Human Justice Program offered by the Gabriel Dumont Institute of Applied Studies and Research.

It is noteworthy that the first 2 courses introduced in the programme, in 1976, also had this general emphasis on topicality, organizational behaviour and the pragmatics of social control and human services. HJ300 (Criminal Justice) refers to "current policy issues" and HJ465 (Service Delivery) focusses on "delivery systems."

A few major themes seem to link this wave of classes. Psychopathology and to some extent social psychology is implied or mentioned in HJ410 (Mental Health), HJ351 (Criminology) and HJ436 (Personality). Violence is mentioned in HJ351 (Criminology) and is the major concern of HJ350 (Violence). And social control is mentioned in HJ437 (Service Skills) and is the major concern of HJ455 (Social Control). There is a clear interest in behaviour and interaction in crisis as well as "ordinary" situations within the criminal justice system. These themes are quite consistent with the concerns about applied knowledge and public policy among criminal justice officials at the time. The growing interest in British social administration in Social Work also had a similar influence on the Human Justice curriculum.

There were a variety of intellectual contexts emphasized for these courses. HJ410 (Mental Health) states it will "discuss the philosophy of the social scientist as it relates to mental conditions." HJ351 (Criminology) mentions the consideration of its current issues "in the context of the concepts of human justice." HJ437 (Service Skills) emphasizes "the impact of state authority in these (social control) areas of service." HJ455 (Economic Analysis) applies "economic principles to the study of crime, law and justice." HJ350 (Violence) states "violent behaviour will be viewed in its historical and contemporary contexts." And, finally, HJ436 (Personality Assessment) refers to "a study of making and organizing observations."

Though the priority for this first wave of courses clearly seems to have been interprofessional education in current issues bearing on crime and justice, there was an attempt to bridge issue-oriented problem-solving with various disciplines, especially psychology, economics and history. This clearly set the stage for further development of even more interprofessional, multidisciplinary, human service-oriented justice studies. It laid the basis for the attempt to refine and revise curriculum objectives in the 1979 review.

At the same time this wave of courses left problems behind for the curriculum which now have to be addressed, if reformulation is to take place. For one thing, there is now the need for much greater clarity about what is meant by "concepts of human justice" (see section 4.2). Though this clarity was further developed in one publication (***The False Promises of Criminology and the Promise of Justice***[4]) and has likely been advanced by the development of HJ304 (Introduction to Human Justice), and the deliberation on theories of justice in HJ430 (Multidisciplinary Perspectives) and in HJ381 (Alternatives to Formal Justice), it remains a central challenge both in terms of intellectual and programatic coherence. Ultimately "justice studies" must be better defined to provide clearer criteria for the development of courses. Also, such studies must be better defined in terms of the implications for students working in agencies and institutions for the pursuit of justice. **A focus on the distribution of burdens and benefits, whether in a criminal or social justice context, provides one starting point.** HJ455 (Social Control), created in 1977, does mention distribution of the "power to control". The growing re-examination of conventional notions of justice in social and deep ecology also needs to be explored; since, it challenges conventional thinking about justice in many fundamental ways, and provides growing insights into the emerging debate about ecology, economic growth and sustainable development.[5]

Recommendations No. 2.3.1

On the basis of this discussion of the first curriculum waves I recommend:

5. The description for HJ410 (Mental Health) be revised to reflect a more interprofessional and client-centered orientation to the study of mental health and criminal justice, including the issue of patients' rights, community care, and evaluation of relevant legislation. There is the need to have such a class clearly distinguished from psychopathology or abnormal psychology. Also the need to tackle issues about "dangerousness" and fitness to stand trial should clearly distinguish this class from Social Work's classes on mental health (SW412). Clearly, research which is linking child abuse, multiple personality and violent crimes is central to this course.

6. Though earlier it was stated that HJ351 (Criminology) could be revised to provide a more comprehensive overview of criminological /socio-legal perspectives, I now recommend that consideration be given to having HJ304 (Introduction) begin this task on the basis of case studies of current issues. This is compatible with the major objective of this course which is to provide a general orientation to problems and concepts of criminal and social justice. HJ351 could be revised as a more advanced class, or it could be merged with HJ430 (Multidisciplinary Perspectives) to explore ideas about human justice (including criminal and social justice) in some depth. *The preference is to have it become an advanced class that looks at the creative development of criminological theory in the 1980s by our colleagues across Canada.*

7. HJ437 (Service Skills) should be revised but retained since it provides a unique study of practical issues of social control and human service. I believe an ethical as well as legislative dimension should be included in this class, and it should keep the real-world focus in its case studies. *Such things as extortionate relations and a critical re-examination of so-called reality therapies in operation in correctional institutions should be tackled in this class.*

8. HJ455 (Social Control) should also be revised and retained. It, however, should probably be seen as more of an integrative and contextual course than it may have been. Rather than "social control" being treated as though it were a single concept, the way different theories of the state, law and human services understand and interrelate with social control should be explored. A name change might be considered, as should its relation to Sociology 214. Consideration should be given to this course being recommended prior to HJ437 (Service Skills).

9. HJ435 (Economic Analysis) is too discipline bound to be justified, though such a class in Economics would clearly be cross-credited. Perhaps the title and scope should be changed to better reflect a problem-oriented course which focussed on such things as the cost-effectiveness of the criminal justice system. A "political economy of crime" course might be the best way to incorporate all these economic issues. That way not only could various (including economic) analyses be done of "crime, law and justice" but the options of preventive, and social reform measures could be compared to criminal justice intervention. *The issue of privatization of criminal justice could be included here.*

10. HJ350 (Violence) should be retained, but as a more generic class on a variety of situations involving violence, including on an international plane. It would easily complement not only crime and justice issues but also peace and justice ones. *It could therefore relate to any future development of Peace and World Order studies.*

11. HJ436 (Personality Assessment) is too subdisciplinary to be justified as a course and should be dropped. *The course was developed around one instructor with a particular interest in psychiatry and crime.* Anything pertinent could be addressed in HJ410 (Mental Health) or *in cross-credited courses on helping from other programmes.*

2.3.2 1979: Socio-Legal Subject Matter

The second wave of classes, in 1979, launched six new courses. From most to least often delivered, these classes were HJ422 (Legal Systems), HJ423 (Family Law), HJ414 (Planning), HJ412 (Youth), HJ466 (Organizations) and HJ468 (Canada).

I have already recommended that 3 of these classes (HJ412, HJ466 and HJ468) be discontinued because they have been superseded. It is still helpful to examine if this group of courses introduced in 1979 has any particular characteristics or design.

The most obvious characteristic is **the major concern with including legal substance into justice studies.** Not only was Legal Systems (HJ422) and Family Law (HJ423) introduced into the curriculum; but, the previous year, in 1978, Criminal Law (HJ421) was also introduced. **This legal substance was not, however, introduced the way legal scholarship often addresses issues in law faculties, but by providing a social and policy context, and with a continued concern for human service applications.**

Other courses introduced in this wave were also socio-legal in their approach; whether focussing on more traditional "criminology" topics such as delinquency (HJ412) or upon vital, but often neglected areas such as the planning process (HJ414). The continued commitment to interdisciplinary perspectives is shown with the addition of not only legal and sociological studies, but the development of the historical course HJ468 (Canada). The attempt to approach justice studies in a broad, socio-legal manner was also shown in 1978 by the addition of HJ466 (Organizations), and, particularly by the introduction of a course on citizen group initiatives and community corrections (HJ411).

If the 3 courses introduced in 1980 (HJ200, HJ401 and HJ430) are also considered a broader commitment to multidisciplinary studies is apparent. HJ200 (Corrections) was developed as a more targeted version of HJ300 (Criminal Justice) for corrections workers in the province. HJ401 (Police) continued to build on the more criminological orientation of the first wave of courses. And HJ430 (Multidisciplinary) ensured that ideas and issues discussed in the political philosophy of justice were introduced to students. This course provided foundations for addressing social justice issues.

Most of the courses in this second wave maintain the original focus on human services. HJ423 (Family Law) refers to "topical matters" which have service implications, such as divorce, family court and child protection. HJ414 (Planning) refers to "service delivery systems." HJ466 (Organizations) refers to the analysis of "provision of services" as well as "current issues." HJ411 (Citizenship) refers to "human justice services" and HJ421 (Criminal Law) includes the study of "the assumptions of the criminological/human services."

At the same time, this wave of courses had more specific analytical concerns than were designated in earlier courses. These derive directly from the greater concern with socio-legal subject matter, involving the critical analysis of legal systems and institutions. HJ422 (Legal System) refers to comparisons of "jurisprudential and behavioural science modes of analysis." Along with HJ468 (Canada) and HJ412 (Youth), HJ422 specifically mentions the study of Canadian legal institutions or legislation. HJ423 (Family Law) refers to the application of "behavioural science and social policy perspectives." Like HJ455 (Social Control), HJ414 (Planning) covers the issue of distribution, specifically "the role planning plays in the distribution of human justice."

Recommendations No. 2.3.2

12. HJ421 (Criminal Law), HJ422 (Legal Systems) and HJ423 (Family Law) should all be kept in the curriculum. However, serious consideration should be given to how the specific substantive issues in HJ421 and HJ423 are related to legal history and the broader questions of social science and philosophy of knowledge. Perhaps HJ422 (Legal Systems) should be recommended before these two classes to introduce the broader issues. HJ430 (Multidisciplinary Perspectives) could also be earmarked for exploring these issues in more depth. I suggest HJ421 (Criminal Law) be rewritten so that it is not so narrowly conceived, and it maintain the focus on public policy and programme. Ideally, instructors for this class should have some criminological as well as legal background. The interrelations between HJ423 (Family Law) should probably refer to HJ303 (Child Law) and HJ386 (Divorce) both of which are discussed later.

    (There are definitely some difficult conceptual issues raised by this group of classes that will still have to be considered in depth before reformulating the curriculum. These involve resolving better how various perspectives, disciplines and problems are to be intertwined in and between courses (see Section 4.3 below).

13. HJ414 (Planning) should be maintained but no longer restricted to the "urban environment." Issues of private and public housing in social and economic justice are likely best included in this class. *With its concern for justice and spatial relations and market and state forces influencing the distribution of space and opportunities,* this course could be considered part of a social justice orientation, as well as providing policy studies within a human service education. *This course has the potential of reinforcing concerns about technology, environment and peace.*

14. HJ411 (Citizenship) should be maintained but rather than being seen as a course on services per se it could be made a more generic course that explores the non-government responses to crime and justice issues. *Various theories of the individual and the state, of accountability and public participation and of community organizing are all relevant to this course.* As such it requires some knowledge of government and theories of the state including issues of national security and civil liberties which likely require a separate course. *Political science courses on theories of the state should likely become cross-credited.* This course is particularly important for certificate students who lack access to political science, and might be recommended in such cases. The question remains whether HJ411 can sufficiently address community-based "corrections," and how it would relate to HJ381 (Alternatives). *(This relates to issues raised in Recommendation No. 3 and 88).*

15. HJ200 (Corrections) should be continued, if required, and could be made available on campus. It needs to be clearly distinguished from the less-focussed course HJ300 (Criminal Justice). One of

these classes should be recommended before HJ381 (Alternatives).

16. HJ401 (Police) should be maintained. Though the course description is quite comprehensive, there should be an attempt to deliver this course as complementing HJ421 (Criminal Law) so that students in fact do get an inclusive (not exclusive) socio-legal view of the tensions, inconsistencies and contradictions within the criminal justice system. This course needs to address issues of rights as well as justice. Clearly there could easily be enough material for 2 classes on policing *in the future, perhaps one of them on "community policing."*

17. HJ430 (Multidisciplinary) should be maintained and revised to ensure it serves as a comparative and theoretical course for both criminal and social justice areas. It could integrate more material delivered through HJ351 (Criminology) *especially until such an advanced theoretical class is available. It should introduce issues of "economic justice" unless such a class is devised.*

18. HJ424 (Human Rights) should be maintained. This overall area needs to be expanded in the curriculum. This should include a new generic course on advocacy *which, among other things, would look at various models and practices of* ombuds offices. Consideration should be given to adding issues of immigration, or having this area as a new course or Selected Topics. Issues of refugees, exiles and immigration are not going to decline in the world in the next century.

2.3.3 1982: Social Problem Applications

The third, and last major wave of courses occurred in 1982. In that year 5 courses were introduced. From those most to least often delivered, they were: HJ386 (Divorce), HJ385 (Helping), HJ388 (Indigenous People), HJ387 (Conflict) and HJ383 (Alcohol and Drugs).

This wave can, in the main, be characterized as focussing on the **application of critical criminological and socio-legal analyses to specific, pressing social problems.** The concern with human service, and policy and program, remains. Furthermore, there is a clear interest in expanding the curriculum into problem areas with direct implications for intervention as shown by HJ385 (Helping) and HJ387 (Conflict). **But the focus became even more problem-oriented,** while also still concerned with current issues, as shown by HJ383 (Alcohol and Drugs). Also, many of these courses are applications of the more general socio-legal studies developed to this point, as shown by HJ386 (Divorce) and HJ388 (Indigenous People).

Classes developed in 1983 reflect this same problem-oriented approach. HJ384 (Peace and Development) broadened the curriculum into issues of global poverty, international and intranational conflict and justice, at a time when there was growing international attention on the escalating arms race, and the negative impact of militarism on social development. HJ389 (Juvenile Justice), which was originally team taught and developed to ensure a multidisciplinary approach, focussed on problems and subject matter deemed pertinent to the introduction and evaluation of the new ***Young Offenders Act.*** This course was linked to a province-wide process of consultation among groups working with youth, who were part of a Juvenile Justice Task Force coordinated by the School's Prairie Justice Research.

This wave of courses maintains an interest in the multidisciplinary analysis of socio-legal problems with a relevance to human service work. HJ386 (Divorce) is concerned with such an analysis of contemporary "family reorganization." HJ383 (Drugs) is concerned with the analysis of laws and law reform that relate to alcohol and drug problems. HJ389 (Juvenile) is concerned about the "social policy and legal implications of the Young Offenders Act." Though HJ385 (Helping) suggests a fairly narrow, interpersonal perspective it does refer to analyzing "professional therapists and other helping personnel."

Because of the focus on social problems, **it is not surprising that this wave of courses earmarked problems of social justice as well as criminal justice.** In addition to referring to the "psychosocial" and "policy" implications of the trends towards divorce and separation, HJ386 (Divorce) refers to implications for "social development." HJ388 (Indigenous) lists a multitude of "social justice issues" it examines. HJ383 (Drugs) states it "considers human and social justice issues as they relate to alcohol and drug consumption and disabilities." HJ384 (Peace and Development) includes "implications of disarmament for social justice."

The growing concerns with pressing and mounting problems of justice and international peace and development occurring in the world at large were also reflected in this wave of courses. HJ384 (Peace) refers to resources "available for development", "methods of development" and "effectiveness" of approaches to development. HJ387 (Conflict) refers to the study of "conflict resolution strategies" from an "international perspective." **This wave of Human Justice courses in 1982 was clearly on the cutting edge of inquiries into areas such as what is now being called "sustainable development," following the 1987 report of the World Commission on Environment and Development.**

Recommendations No. 2.3.3

19. HJ386 (Divorce) should be broadened to be more multidisciplinary so that socio-economic influences on family breakdown, the "feminization of poverty," the growth of single-parent households, and theories of contemporary kinship changes can be examined. The links with courses on conflict, development, family and child law, and gender all need to be made. So too, do links with courses on social work with families (SW437), and the sociology of the family (Sociology 213), need to be considered.

20. Serious consideration should be given to dropping HJ385 (Helping) since it lacks the rationale of other courses in the curriculum. Material relevant to the School could be incorporated in a new class on Advocacy. This course was apparently developed because of difficulties registering for related Social Work courses, as well as a view that Social Work's approach in such courses as Communications and SW Practice was sometimes too narrow for Human Justice's interprofessional constituency. While there is a place for an expanded course which would analyze "helping," this one is too discipline-bound in psychology for this programme.

    Cross-referencing courses in discipline-based departments should remain the preferred way to bring such courses, if relevant, into this curriculum. Ideally, the need for Human Justice students to be introduced to general theories and practices of helping could partly be met by social work or new human services courses. HJ437 (Service Skills) and HJ410 (Mental Health) should be able to do this in a way appropriate for justice studies. A revised HJ306 (Professions) might be able to tackle some issues of ethics and control related to helping.

21. HJ388 (Indigenous People) should be maintained as a multidisciplinary course on justice problems facing Aboriginal and other indigenous people. Because of its target of human service professionals it could easily become a core course for a human service education. The course

should not be seen as a specialized course on "native studies" since various other courses deal with issues facing indigenous people (HJ200, 389, 383, 381, 401). Nor should it be viewed as a course on social work with native clients. These issues, like issues of "women's studies," need to be dealt with throughout the curriculum.

22. HJ387 (Conflict) should be maintained but expanded so that it can help form a cluster with the courses dealing with violence, divorce, and peace. More emphasis should be put in the description on discussing the nature of conflict, and on other forms of stratified and mediated conflict (gender, generational, regional, international). This course could explicitly address non-violence. Courses dealing with so-called conflict and consensus theories of society, could be cross-credited to complement this class.

23. HJ383 (Drugs) should be maintained but re-evaluated, and if necessary, redesigned as a core course for the Extension Certificate on Chemical Dependencies. The class description needs rewriting to put more emphasis on cross-cultural comparisons, international development and United Nations' drug conventions. A new course on international law would complement this course, as would the development issues raised in HJ384 (Peace) and HJ388 (Indigenous).

24. HJ389 (Juvenile) should be maintained to incorporate and supersede HJ412 (Delinquency). The course description could be rewritten to stress the socio-legal implications of the *Young Offenders Act* for the human services. It should address generational theory, including "youth as class" notions.

25. HJ384 (Peace) should be maintained. The scope of the course could be reformulated so that there is a clearer link to HJ 350 (Violence), HJ387 (Conflict) and HJ305 (Food). There is likely the need for a separate course to adequately address the growing socio-legal and social justice issues of environmental pollution, environmental health and environmental law, *all of which will become more vital to society as pressure mounts to ensure ecological sustainability.* The potential clearly exists to better link this course to a broader cluster of courses on peace and development within the university (International Social Welfare, International Relations, Rural Social Work, Sociology of the Military, etc.)

2.3.4 1984: Advocacy for Alternatives

The course description for HJ 389 (Juvenile) introduced in 1983, was the first one to explicitly refer to "feminist insights" or feminist analyses in justice studies. During 1984-1985 two new courses were introduced on "women" and crime and justice (HJ380 and HJ382). Other classes developed at this time were HJ381 (Alternatives), HJ302 (Information) and HJ385 (Workplace).

HJ382 (Women) continued with the trend towards courses on "social justice," and focussed on "crimes against women." It continued with a comparative and "international as well as national approach." HJ380 (Women) focussed, more narrowly, on women in the "criminal justice system," women as "victims of crime," as well as "workers" in the system. A more inclusive version of HJ 382, called Gender and Justice, was delivered later in 1987.

HJ381 (Alternatives) focussed on other ways "of seeing justice," including "forms of control and conflict resolution." The comparisons were largely historical, discussing "pre-modern, contemporary and future societies." HJ302 (Information) was the first exclusively research class introduced in the curriculum. Entitled "Information for Justice," its concern was socio-legal "research skills," including studying and using the new Access to Information legislation. It was comparative and was to use "international sources." HJ385 (Workplace) addressed a broad range of current socio-legal problems in the workplace relevant "for human service workers." This included everything from occupational health to "women in the workforce."

Recommendations No. 2.3.4

26. HJ380 (Women) and 382 (Women) should be combined into one course. Since they both deal with criminal and social justice issues (crimes against women, women in conflict with the law), the distinction in the course titles (social versus legal) does not hold up. Furthermore, the course description for HJ382 is highly specific, referring to 1 major tribunal in the 1970s as a rationale for the course. The rationale for a course on women and justice can probably now be rewritten to be more inclusive. The attempt to look at gender and justice as offered in the 1987 version of HJ380 should be taken into account. *Problems of women and justice should, of course, be raised throughout the curriculum, as should those involving Aboriginal people and other "sectors."*

27. HJ381 (Alternatives) should be maintained but expanded so that it includes more cross-cultural material. More examples of alternatives could be listed in the description. The issues of "informal justice" need to be spelled out clearly in this course outline. Links with HJ388 (Indigenous) and HJ411 (Citizenship) should be considered. One of HJ200 (Corrections) or HJ300 (Criminal Justice), and perhaps, HJ422 (Legal Systems) should be recommended before this course.

28. The second course numbered HJ381 (Explorations) should be dropped as a Human Justice class. This class *which was never offered* would be better as a generic human service class.

29. HJ302 (Information) should be expanded into a more inclusive course on Socio-Legal Research (possible title). This course should be seen as more central to the curriculum, perhaps complementing HJ304 (Introduction). In addition to the legal library research emphasized at present, this course could include some "hands on" experience with criminal justice databases from the Centre for Justice Statistics; and address some of the problems of research methodology regarding state records, policy and program. To ensure that more research methods are built into the programme, consideration should be given to cross-crediting the Sociology 203 class on research methods.

30. HJ385 (Workplace) should be maintained since it is the only course that focusses on socio-legal issues pertaining to working conditions. In that it is somewhat analogous to HJ423 (Family Law) this class might be retitled to include the notion of labour law. Ideally, instructors would have criminological and labour, not just legal, backgrounds. Since this class refers to the "impact of technological change," it is clearly one way to introduce the issue of technological impact and justice into the curriculum (automation, unemployment, etc.). Such issues of technological change and impact likely warrant a separate course. *As such, it links to HJ414 (Planning). Consideration should be given to a separate course on technology and its socio-legal impact, including the issues of "computer crime," technological impact on social control and human services, etc.* Consideration should be given to cross-crediting some classes from Labour Studies at the University of Saskatchewan.

2.3.5 1987: Welfare State Crisis Studies

Six additional courses have been developed in the last few years. Three of these were first offered in 1987. One of these classes, HJ303 (Child Law) was offered four times since it was launched in 1986. All the rest were offered only once. These were: HJ301 (Welfare), HJ304 (Introduction), HJ305 (Food), HJ380a (Gender) and HJ306 (Professions).

At first glance these courses may seem to not have anything in common. Yet, in different ways, all but HJ304 (Introduction), which is a special case, relate to the deepening crisis in social and economic structure and social policy. HJ303 (Child Law) and HJ301 (Welfare) both address justice issues in social welfare. HJ301 (Welfare) refers to the welfare state and its safety net being "in crisis" and the need to study "strategies for change and the politics of rights." HJ303 (Child Law) targets "child welfare issues" and includes a critical examination of various policies and an examination of "child advocacy." HJ305 (Food) examines the crisis in agriculture and food production, including the underlying ecological crisis on the prairies. Due to the impoverishment in farm families and communities this course also relates to the crisis resulting from growing rural needs for the welfare state.

The need for a more inclusive approach to gender issues, one that links feminist concerns to broad trends in society, has become even more essential as welfarism deepens. Women, in particular, are being detrimentally affected by growing poverty and unemployment. HJ380a (Gender) attempted, in part, to meet this need by putting problems in an inter-gender context. Finally, since the crisis in the welfare state also raises fundamental questions about the role of human service professions facing cuts to programmes where such professions usually work, HJ306 (Professions) could also relate to this same underlying set of structural and ideological issues.

It is, of course, debateable what the outcome of the crisis in the welfare state will be. And, it is possible to argue that basing courses on issues of welfare is moving into areas better addressed by social work, or that course on the underlying crisis in agriculture is too symptomatic and contemporary to be justified for a curriculum.

Yet these classes, though different in focus, are not too different in concept from the "current issues," ones that launched the program. And **economic issues of unemployment, welfare and poverty have become some of the most pressing mainstream "justice" issues** since the recession of the early 1980s. The deep conflicts over international corporate restructuring of the economy, including polarizations over the U.S.-Canada Free Trade Agreement, are likely to generate justice issues requiring serious study into the next century. Such a possibility suggests that "social justice" may become even more central than criminal justice in justice studies. Even the federal Ministry of Justice now has a "social justice" designation for cataloguing its reports.

The new class HJ304 (Introduction) is a special case as it was introduced to try to provide a general survey of human justice issues for students enrolled in the certificate or degree program. It, however, in part was necessitated to draw out the underlying links between emerging social and more traditional criminal justice issues. It was launched after discussions with graduates following the 1985 review indicated the need for this course to increase the coherence of the curriculum.

Recommendations No. 2.3.5

31. HJ303 (Child Law) would be an excellent course for a fully fledged human services programme. It could help create a cluster of "child welfare" courses between Human Justice and Social Work. The ccourse should, however, be listed as an example of the Selected Topic courses which are available on an irregular basis. This course has obvious links with HJ388 (Indigenous), HJ389 (Juvenile) and HJ423 (Family Law). HJ423 (Family Law) should remain the "core" course to introduce students to these broad socio-legal issues. HJ423 should be revised if necessary to incorporate material developed for HJ303.

32. HJ304 (Introduction) should be developed as a fully fledged course and strongly recommended for students considering the certificate or bachelor program. It should, perhaps, be required for students without direct justice experience. The course should attempt to introduce students to studies of the interprofessional (human service), socio-legal (multidisciplinary) and pursuit of legal and social justice through case studies. It should likely be called "Explorations" so as not to falsely reinforce the notion of pre-requisites.

33. HJ301 (Welfare) could be considered as an additional course, somewhat analogous to HJ385 (Workplace) since it discusses the implications of a failure of the work-based income system for human justice. *Many issues addressed in this would, however, be considered in the new course proposed on advocacy.* A whole series of these special interest courses, including for example HJ414 (Planning), and even HJ410 (Mental Health), could be viewed as areas of focussed study in a reformulated curriculum. Discussions should occur with Social Work to ensure there is no redundancy over welfare rights studies. The class would be an ideal one to span several Human Service programmes. *In the interim such a class should remain a Selected Topics course.*

34. HJ302 (Food) is a timely example of a social problem-oriented course on justice. It could link global and regional analysis and would fit well with a peace and development cluster including HJ383 (Peace), HJ387 (Conflict) and HJ350 (Violence). It has a particular relevance in Saskatchewan at this time due to the farm crisis. *The title should probably include the term "hunger" so that the justice problems are explicit.*

35. HJ380a (Gender) should be merged with HJ380 and 382, as previously discussed, and the course a more "sector"-oriented one. This raises some difficult and controversial questions about how best to address problems of patriarchy, gender stratification and the pursuit of justice. Though the stress on "gender," including male as well as female, does not fit some models of "feminism," it seems the appropriate way to tackle these problems within the School.

36. HJ306 (Professions) should be developed as a Human Service core course, not as a Human Justice one. *Links with HJ411 (Citizenship), especially mounting pressures for more professional accountability, need to be considered.* Social Work would be one among many professions (legal, medical, educational, etc.) which would be investigated in terms of ethical and justice issues involved in intervention and planning. *If no such human service course is forthcoming, it could be maintained as a Selected Topic one in Human Justice.*

3. CURRICULUM DIFFERENCES BY LOCATION

Besides the history of the program, another consideration in reformulating the curriculum arises from the distribution of courses offered throughout the province. Are there, for example, any noteable differences in the makeup of courses offered on the University campus (Regina), at the two Community Education Centres (Prince Albert, Saskatoon), or in other rural or northern locations? If there are, do these constitute a problem insofar as accessibility, balance, or anything else?

Table III shows how Human Justice courses overall have been distributed across these locations. **In that one original program objective was to provide the opportunity for recurrent, part-time education to practitioners across the province, it is a clear sign of success that more than half of the 308 courses delivered from 1976-1988 were off campus.** From 1976-1988 the Centres, taken together, including Corrections Training (HJ200), were the site of more courses than were offered in Regina (138 to 134).

Demand exists for courses in all off-campus locations. More on campus courses would probably attract even more students, especially if Human Justice moved into day classes for full-time undergraduate students rather than just providing evening classes for adult students. However, if the number of Human Justice students or prospective students in the various locations is considered, Regina (and Saskatoon) have clearly been receiving more than their "share" of courses.

According to the University Registrar's records, as of 1987 Regina had 140, Prince Albert had 100 and Saskatoon had 55 actual or prospective students in the School. (Another 105 were spread across other locations). Of a total of 400 students at the time, these constituted 36%, 25% and 14% respectively. These percentages of students by location compare to 43%, 23% and 22%, respectively, of course offerings. One explanation for this discrepancy, especially in Regina and Saskatoon, is likely **the major role that Human Justice courses have played in servicing full-time Social Work students in Regina and Saskatoon.** This role, which has increased since budget cuts were made to the School by the Board of Governors, has certainly not been in the best interests of the province-wide Human Justice student body.

If the courses available to Gabriel Dumont's Native Human Justice programme are added, which would be legitimate given that these students were included in the 100 students in Prince Albert, this location would also be receiving more than its share. There was, however, a different delivery system for these courses. **Rural southern and northern locations only received about half their "share" of classes in comparison to their share of students (12% to 25%).** Clearly the rural and northern areas where over 100 Human Justice students reside were dependent on the Centres and campus for their programme.

These comparisons raise vital questions that must be answered to reformulate the curriculum. Is the preferred student constituency still part-time adult students employed in related fields across the province? If so, courses could be even more dispersed. With the limited resources presently available to Human Justice it's rather amazing the School has done as well as it has in offering courses throughout the province.

TABLE III

Location of Human Justice Courses and Priority Courses: 1976-1988

	Regina	Prince Albert	Saskatoon	Other[1]	Total
Total Courses	134	70[2]	68	36	308
Percentage of Total	43%	23%	22%	12%	100%
High Priority Courses	48 (9)[3]	32 (7)	20 (6)	18 (7)	108
Percentage of Total for that Location	36%	46%	29%	50%	---
Low Priority Courses	14 (7)	13 (13)	4 (8)	0 (13)	31
Percentage of Total for that Location	10%	19%	6%	0%	---
Different Courses	37	31	29	19	---
Average Times/Total	3.6	2.3	2.3	1.9	---
Average Times/High Priority Courses	5.5	4.8	3.6	2.8	---
Percentage Difference/ Average Offerings Overall to High Priority Courses	53%	108%	57%	58%	---

1. 31 of these were sourthern locations and 5 were northern locations. Prince Albert courses are sometimes taken by northerners, but no attempt was made to account for this.
2. 16 of these courses were HJ200, provided as part of the province's Corrections Training Program. Only 2 HJ200 courses were taught in Regina and 1 in Saskatoon.
3. The first number is the total number of times these courses were offered. The number in brackets is the actual number of different classes considered high (or low) priority.

If the preferred group is altered to include more high school graduates and university undergraduates, then on campus delivery should become a higher priority. Even if this were to occur, basic resources must continue to be assured for community-based, adult education because of the high number of students pursuing degrees and certificates through the Centres. Both campus and centre programmes need to be delivered without further reducing resources from the rural and northern areas. Achieving balance in course offerings has become even more difficult with diminished resources. Building the School's financial and human resources back to a more equitable share is absolutely essential.

It is also worth asking whether or not there were significant differences in the courses available in the various locations. Has there been more variety in the courses in Regina? Have the Centres had a more encompassing curriculum available than the rural and northern locations? This issue is addressed by looking for discrepancies between the percentage for total courses offered in each location and the percentage for specific courses. This will indicate whether or not there is different curricula in different areas, and help us decide how the resources available in different areas influences the manifestation of curricula.

3.1 High Priority Classes

Table IV shows the off-campus locations having the highest percentage of specific course offerings. Courses are only included if their percentages are higher than the percentage for all courses at these locations. Such courses are called "high priority" courses.

This information shows a different emphasis on courses delivered in the 4 locations. **More total courses were offered in Regina, and not surprisingly, a greater range of courses were offered.** The courses reflect the scope of the curriculum from criminal to social justice. They range from HJ300 (Criminal Justice) and HJ351 (Criminology), through HJ303 (Child Law) and HJ302 (Legal Research), to HJ414 (Planning) and HJ384 (Peace and Development). Furthermore, the Regina courses emphasize more explicit interdisciplinary and multidisciplinary themes as shown, respectively, by HJ435 (Economic Analysis) and HJ430 (Multidisciplinary).

Prince Albert had 2 fewer courses than Regina which were delivered more often than the overall average for that location. **The ones that did predominate tended to focus on criminological studies, in the broad sense.** This is in large part due to the delivery of HJ200 (Corrections) so often in Prince Albert. Classes on Criminal law (HJ421), Canadian legal history (HJ468), Violence (HJ350) and Personality Assessment (HJ436), also suggest a more criminal justice focus, though I realize all these courses could also be taught from other orientations. The predominance of the course on Alternatives to Formal Justice (HJ381), suggests that the greater immersion in correctional and criminological issues can stimulate and complement issues of social justice.

This emphasis in Prince Albert is not suprising since the City has a federal and several provincial correctional institutes, and the Human Justice faculty member located in the city has a background in the corrections field. This concentration on issues relevant to the local and regional correctional context should be considered a strength, and shows the potential for a more deliberately focussed curriculum (and research program) in that location.

Saskatoon presents a different picture. It has the fewest high- priority courses. However, it is more like Regina than Prince Albert in that the courses emphasized tended to be ones delivered most often overall by the School. The scope of courses, however, contrasts with both other locations. **Saskatoon tended to reflect the emphasis on social work education at that Centre.** Human Justice courses offered in Saskatoon have apparently often been selected to meet Social Work students' needs to balance their curriculum categories (A, B, C). With the exception of HJ401 (Police), which has the lowest percentage among the high priority courses in Saskatoon, all courses were more human service oriented than directly focussing on criminal or social justice problems. Two, HJ386 (Personality) and 385 (Helping), are definitely human service oriented. Furthermore, HJ401 (Police) easily fits into the notion that social workers should have some understanding of policing, as another "intake" and crisis intervention agency. This is a much narrower view of Human Justice education than one that stresses broad socio-legal studies, including studies of legal rights and social justice. Over the years the School has constantly dealt with erroneous assumptions that the programme is only a Social Work specialty, for example, Correctional Social Work.

TABLE IV
High Priority Courses: Courses with Higher Percentage in Location than Overall Percentage for that Location

Times Delivered	Regina	Prince Albert	Saskatoon	Other
	43%	23%	22%	12%
19		HJ200 - 84% (Corrections)		
17				HJ410 - 35% (Mental Health)
15	HJ351 - 66% (Criminology)			HJ423 - 20% (Family Law)
13		HJ421 - 31% (Criminal Law)	HJ401 - 31% (Police)	
12				HJ389 - 25% (Juvenile)
11	HJ414 - 55% (Planning)		HJ455 - 45% (Social Control)	
10	HJ300 - 70% (Criminal Justice)		HJ386 - 40% (Divorce)	HJ424 - 20% (Human Rights)
9	HJ384 - 55% (Peace and Dev.)			
8	HJ435 - 62% (Econ. Analysis) HJ430 - 62% (Multidisciplinary)	HJ435 - 37% (Econ. Analysis)	HJ385 - 37% (Helping)	HJ388 - 25% (Indigenous)
7	HJ387 - 57% (Conflict)	HJ350 43% (Violence)		
6		HJ436 - 33% (Personality)	HJ382 - 33% (Women/Justice)	HJ382 - 33% (Women/Justice)
5			HJ466 - 40% (Organization)	
4	HJ303 - 75% (Child Law)	HJ468 - 50% (Canada)		HJ468 - 25% (Canada)
3	HJ302 - 100% (Information)	HJ381 - 66% (Alternatives)		

The fact that Saskatoon has not had a regular Human Justice faculty member over the years, in part, explains the Saskatoon course profile. Certainly with the proximity of the University of Saskatchewan (Faculty of Law, Department of Sociology with criminological resources, and Labour Studies) there remains the possibility of developing more emphasis on broad socio-legal studies in Saskatoon.

3.1.1 Rural and Northern Saskatchewan

None of the profiles for the 3 main locations were much of a surprise. But the course profile findings for the "other," southern and northern locations, did come as a surprise.

These other locations even when grouped together received fewer courses and a smaller range of courses than any of the other locations. The courses they received at a higher percentage than the overall average for these grouped locations, however, **reflected the greatest balance (criminal and social justice, socio-legal, human services) of any other one location.** In order of percentages, the courses were: HJ410 (Mental Health), HJ382 (Women and Justice); HJ389, HJ388, and HJ468 (Juvenile; Indigenous and Canada) and HJ423 and HJ424 (Family Law and Human Rights). The only kind of course that could be said to be missing was a multidisciplinary one. These findings may reflect the heavy reliance on sessionals to deliver classes in rural and northern locations.

This greater scope and balance of high priority courses delivered elsewhere than the campus and Centres is encouraging. However, it must be remembered that this category collapsed a number of locations (Creighton, La Ronge, North Battleford, Swift Current, Moose Jaw, Weyburn, Yorkton) which all have their own, unique social and learning needs. Moreover, the adult students in each location do not have realistic access to courses presented in other areas. For example, Moose Jaw, with fairly easy access to the Regina campus, and La Ronge, with difficult access to the Prince Albert Centre, are not comparable. Even so, it is still more productive (as well as energy efficient) to have an instructor go to Moose Jaw, than have 20 to 30 students travel 80 miles return to the Regina campus.

The scope and balance of courses presented, as a whole, to locations other than Regina, Prince Albert or Saskatoon **does reflect the commitment of the School to province-wide accessibility to the curriculum.** It does not, however, in any sense suggest that students in off-campus locations have equitable access to the School's curriculum.

3.1.2 Confidence in Trends

Before making recommendations based on the analysis of course offerings by location, it is important to assess what confidence can be held in these comparisons. There are two ways to address this issue. One is to consider what percentage these "high priority" courses in each location were of all courses offered there. The second is to briefly look at the other end of the scale, at "low priority" courses or those which were least often offered in comparison with the overall percentage in each location.

On the first score, a hierarchy of confidence is suggested (see Table III). High priority courses in locations other than Regina, Prince Albert, and Saskatoon were 50% of all courses offered there; high priority courses in Prince Albert were 46% of all courses offered there; high priority courses in Regina were 36% of all courses offered there; and those in Saskatoon were 29% of all courses offered in Saskatoon.

While remembering the important qualifications made about grouping southern and northern locations together, we can have the most confidence in conclusions drawn about trends in curriculum in this "other" category. On average these high priority courses were offered 2.8 times compared to 1.9 times for all courses offered in southern and northern locations.

While remembering that Corrections Training made up half of the high priority courses offered in Prince Albert, we can also have confidence in conclusions about the trend in Prince Albert. These high priority courses were offered, on average, 4.8 times compared to 2.3 times for all courses offered in Prince Albert.

Regina and Saskatoon are less clear. Only about 1/3 of all courses offered in Regina were these high priority courses. These were offered, on average, however, 5.5 times compared to 3.6 times for all courses in Regina. Furthermore, since **Regina has received more of all courses, the generalization that it has the greatest scope of disciplines and problems reflected in its curriculum still holds.** This is not surprising given the availability of instructors and resources on campus.

The generalizations about Saskatoon are even less certain since only about 1/4 of all courses there were high priority ones. These were offered, on average, 3.6 times compared to 2.3 times for all courses in Saskatoon. Also there was a smaller range of different courses (29) given there than in Regina (37) or Prince Albert (31). Furthermore, the relative difference between the average times the high priority courses were offered, and the overall average for all courses in Saskatoon, was only about half of what it was for Prince Albert (57% to 108%). Prince Albert, however, was the exception in this regards.

On the second score, regarding the low priority courses in the various locations, there is some further confirmation of the suggested trends (see Table V). Only 7 courses in Regina delivered 14 times in total, were low priority ones. And 5 of these were courses not offered very often overall. In contrast, 13 courses in Prince Albert, each offered only once, were low priority courses. These reflected broad socio-legal courses, and tended to be among those most often delivered overall by the School.

Saskatoon, with 8 low priority courses, delivered only 4 times in total (most of them least often delivered overall), also contrasts with Prince Albert. These courses tended to be more socio-legal in their make up. Thirteen of the courses were low priority in "other" locations. Unlike Prince Albert, these were mostly least delivered courses. None of these were ever delivered in these "other" locations.

TABLE V

Low Priority Courses: Courses with Lower Percentage in Location than Overall Percentage for that Location

Times Delivered	Regina	Prince Albert	Saskatoon	Other
	43%	23%	22%	12%
17		HJ422 - 12% (Legal Systems) HJ410 - 12% (Mental Health)	HJ410 - 12% (Mental Health	
15		HJ423 - 13% (Family Law) HJ351 - 0% (Criminology)		
13		HJ401 - 15% (Police)		
12	HJ411 - 33% (Citizen)			HJ414 - 0% (Planning)
11	HJ455 - 27% (Social Control)			HJ437 - 0% (Service Skills)
10		HJ300 - 10% (Criminal Justice) HJ424 - 10% (Human Rights)	HJ300 - 10% (Criminal Justice)	HJ386 - 0% (Divorce)
9		HJ384 - 11% (Peace)		
8		HJ388 - 14% (Indigenous)	HJ435 - 0% (Econ. Analysis) HJ430 - 12% (Multidisciplinary)	HJ435 - 0% (Econ. Analysis) HJ430 - 12% (Multidisciplinary)
7	HJ350 - 29% (Violence) HJ412 - 28% (Delinquency)	HJ387 - 14% (Conflict)		HJ350 - 0% (Violence) HJ387 - 0% (Conflict)
6	HJ382 - 16% (Women/Justice)		HJ436 - 0% (Personality)	HJ436 - 0% (Personality)
5				HJ466 - 0% (Organization)
4	HJ468 - 25% (Canada)	HJ303 - 0% (Child Law)	HJ468 - 0% (Canada)	
3	HJ381 - 33% (Alternatives)	HJ302 - 0% (Information)	HJ302 - 0% (Information) HJ381 - 0% (Alternatives)	HJ302 - 0% (Information) HJ381 - 0% (Alternatives) HJ465 - 0% (Delivery Systems)
2		HJ385a - 0% (Workplace)		HJ385a - 0% (Workplace)

Recommendations No. 3

37. More Human Justice courses should be made available to a broad range of day-time undergraduate students whose needs cannot be met through part-time evening classes. This relates to the discussion of admissions in section 5.1 (see Recommendation 56).

38. The strengths of Prince Albert in the area of criminal justice and corrections should be developed into a more deliberately focussed curriculum (and research program) for this location. This should include the issue of northern criminal justice and alternatives. Moves in this direction should not undercut the access to general university studies for the Human Justice Degree for students in the Prince Albert region.

39. Greater links should be made in Saskatoon with the Faculty of Law, Native Law Centre, Sociology Department and Labour Studies at the University of Saskatchewan to strengthen the socio-legal aspects and resources of the Human Justice curriculum.

40. The courses available in "other" locations should be increased to be about the same percentage as are the students from these areas. The ease of accessibility of these "other" students to other locations should be taken into account.

4. MODELS OF CURRICULA

4.1 Re-Examining the Bands

As stated earlier, 3 curriculum bands have been in use since 1979. The 3 were originally defined as: 1) policy and organization issues; 2) integrative and contextual studies; and 3) applied services studies. Prior to 1979 only 11 of the 40 current courses had been introduced. It is therefore time to reflect on the "bands" as a method to organize the Human Justice curriculum.

Table VI shows that 50% of all courses developed and 61% of all courses delivered were classified as band I (policy and organization). In contrast (excluding practicum) 18% of all courses developed and 13% of all courses delivered were band III (applied and services). Band II (integrative and contextual) were 34% of all courses developed and 26% of all courses delivered.

If the objective of the bands was to encourage balance in the students' programmes, then one could conclude that this approach has not succeeded. Before coming to the conclusion that the "applied and services" courses are underrated, remember these figures exclude the practicum, which is equivalent to 4 courses in terms of credit hours and is required of all Certificate and Bachelor students. It was also originally hoped that Human Justice students would have access to some Social Work courses which are considered practice oriented. However, with increased enrollment and tightening of resources this has not always happened.

TABLE VI

Number and Percentage of Courses, Courses Delivered,
Adjusted for Cross-Credited Courses (Excluding Social Work)
Within Three Bands

	BANDS			Total
	I	II	III	
Number of Courses	19	13[1]	7[2]	38[3]
Percentage of Total	50%	34%	18%	---
Total Times Delivered	188	81	40	308
Percentage of Total Delivered	61%	26%	13%	100%
Cross-Credited Courses	1	8	0	9
Adjusted Courses	20	21	7	48
Adjusted Percentage of Total	42%	44%	15%	---

1. This includes one course HJ306 (Professions) which is also listed as Band I. that is why the total courses is 38 and the percentages do not equal 100%.
2. This excludes HJ448-49, a practicum course equivalent in credit hours to four regular courses.
3. Two courses, the practicum and one listed but never offered, are not included here.

Also almost all (8 of 9) of the other University of Regina or Saskatchewan courses cross-credited as Human Justice classes are considered band II classes (see Appendix A). If these are added in, there would be more band II than I classes. A separate analysis would be needed to see how often these were given or taken by our students.

Nevertheless, **most energy in curriculum development and delivery clearly went into band I classes.** On the surface this seems to indicate that a priority has been placed on policy and organization issues. There are, however, too many problems with the classification of courses under these bands to draw such a conclusion (see Table VII).

Here are a few examples: HJ423 (Family Law) is considered band I, but HJ303 (Child Law) is considered band III. Obviously they both raise policy and organization as well as applied and services issues. Yet, one could also teach both as integrative and contextual courses by stressing interdisciplinary problems and subject matter.

HJ382 (Women and Justice) is considered band I, whereas HJ380 (Women and Crime; Gender and Justice) is considered band II. While HJ380 does address patriarchal perspectives and biases in criminological theory, and HJ351 (Criminology) is also considered band II, HJ382 also addresses the same questions in terms of theories of justice and patriarchy.

HJ424 (Human Rights) is considered band I yet it should provide vital applied knowledge for graduates to work in the field as an advocate. HJ301 (Welfare Rights) is considered band III for just this reason. The same argument could be made for HJ410 (Mental Health) which stresses services; and even HJ411 (Citizen) depending on how it is taught.

HJ387 (Conflict) is considered band III because it addresses the practical matters of conflict resolution. Yet an understanding of conflict obviously requires a lot of integrative and contextual knowledge, as well as a critical awareness of policy and organizational dynamics and behaviour. The argument could also be made that HJ350 (Violence), especially if it tackles non-violence, could be considered band III as much as band II.

Though HJ383 (Alcohol/Drugs) definitely addresses socio-legal policy issues it has to be taught in a contextual way; for example, raising cross-cultural and historical questions, and in an integrative way; for example, as pharmacology or criminology. It could be considered as a band II as much as HJ414 (Planning), which also addresses policy issues.

The last new class offered, HJ306 (Professions) was considered to fit both bands I and II. This is understandable in that such a course should address questions of "professional ethics." It could easily also be considered band III.

TABLE VII

Distribution of Human Justice Courses Developed and Delivered Between 1976-1988S Across Three Bands

	BANDS		
Times	I Substantive	II Integrative	III Applied
19	HJ200 - Corrections		
17	HJ410 - Mental Health		
	HJ422 - Legal Systems	HJ351 - Criminology	
13	HJ421 - Criminal Law		
	HJ401 - Police		
12	HJ411 - Citizen		
	HJ389 - Juvenile		
11		HJ455 - Social Control	HJ437 - Service Skills
		HJ414 - Planning	
10	HJ300 - Criminal Justice		
	HJ424 - Human Rights		
	HJ386 - Divorce		
9	HJ384 - Peace		
8		HJ435 - Economic Analysis	HJ385 - Helping
		HJ430 - Multidisciplinary	
		HJ388 - Indigenous	
7	HJ412 - Delinquency	HJ350 - Violence	HJ387 - Conflict
6	HJ383 - Alcohol and Drugs		HJ436 - Personality
	HJ382 - Women and Justice		
5	HJ466 - Organizations		
4		HJ468 - Canada	HJ303 - Child Law
		HJ380 - Women and Crime	
3	HJ465 - Delivery		
	HJ381 - Alternatives		
2		HJ385a - Workplace	
1	HJ306 - Professions	HJ304 - Introduction	HJ301 - Welfare
		HJ305 - Food	

Similar conceptual, pedagogical and androgogical questions about the adequacy of the bands could be raised about all other concerns. But an even more fundamental criticism of the bands exists in terms of theory of knowledge and processes of adult and interprofessional education. While the dichotomy between "policy" and "practice" implied in bands I and III is seemingly softened by having band II for integration, such integration is unlikely unless specific policy and practice issues raised in other courses are explicitly addressed. However, this kind of sequencing would be next to impossible without a large full-time faculty and full-time studies in one central location. Sequencing is a lot in contradiction with the vocational and community-based realities and necessities of the Human Justice programme. Perhaps, more vital, **separating classes into bands actually reinforces the very dichotomy between "policy" and "practice," which the band concept attempts to overcome.**

Though the bands played a pragmatic role in curriculum development, they have outlived their purpose. Now, they probably only confuse students and instructors. I submit the bands no longer enhance the coherence of the curriculum. Furthermore, decisions about where courses fit have been somewhat arbitrary. It would be far more productive and practical to ensure that all courses attempt integration. Some courses like HJ302 (Information) will have to also focus on socio-legal research skills, while others like HJ430 (Multidisciplinary) need to focus on theory-building skills. Courses such as HJ437 (Service Skills) and HJ410 (Mental Health Services) must both operate on normative, conceptual and behavoural levels. The bands negate the underlying objectives of integrative, interprofessional education by reinforcing these artificial separations in the curriculum.

The only way to continue with the bands, and not to reinforce the underlying dichotomy would be to carefully cross-classify courses which stressed policy, program, theory and practice. Accordingly, one could link HJ384 (Peace) as band I, HJ350 (Violence) as band II and HJ387 (Conflict) as band III. This would require major changes in the allocation of courses to bands, for example, HJ423 (Family Law) and HJ386 (Divorce) are presently both considered band I. **Such an approach would be cumbersome, uneconomical and impractical in terms of delivery. It is therefore ruled out without further question.**

Recommendations No. 4.1

41. The system of allocating courses by bands should be dropped and courses redesigned as necessary to encourage all of them to stress and seek integration. This conception can be stressed in a new brochure, new calendar and in *"intake" courses such as HJ200 (Corrections Training) and* HJ304 (Explorations).

42. Human Justice classes should no longer be classified outrightly in terms of Social Work's designations (A, B, C). While Social Work may decide to classify some Human Justice classes in this way (HJ437 (Service Skills) as a "C" class), Human Justice should designate Social Work classes in terms of clusters appropriate to fields of study and work and not according to bands. It is noteworthy that Social Work's "C" has sometimes been applied to Human Justices' band II

(HJ455 and 382), either by mistake or design. This matter needs clarifying, *since the apparent confusion is likely to be passed on to the many students who cross the 2 programmes.*

4.2 The Value of Orientations

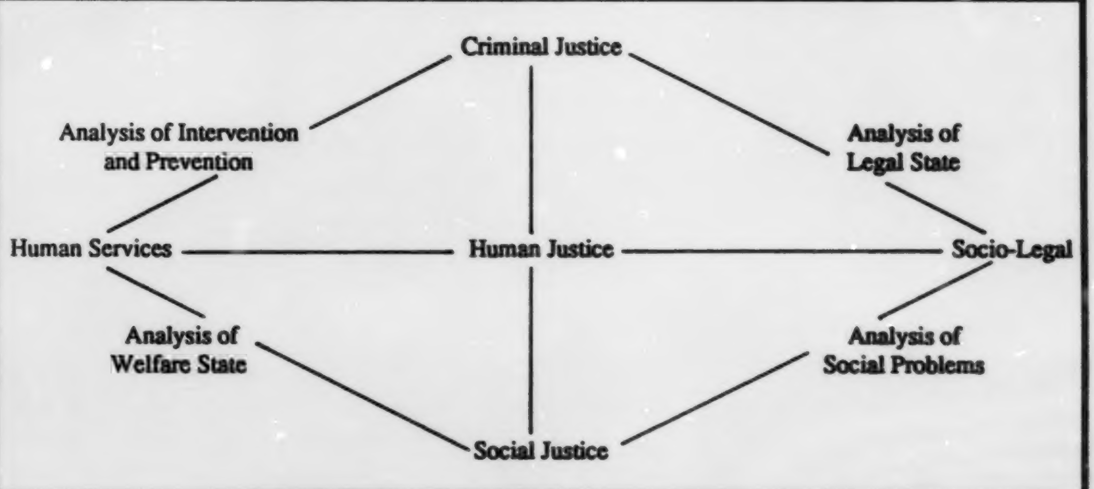
The distinctions between the bands are not quite as clear-cut as they may seem, even in their own terms. Band I, policy and organization, actually stresses "services;" band III on "applied services" actually emphasizes "skills;" and band II, on integration and context, actually emphasizes "socio- legal problems." So even in the 1979 depiction of the curriculum, socio-legal studies as well as human services were emphasized.

The programme's main aim in 1979, on which the curriculum objectives at the time were based, stressed "social justice," as well as "human services" and "legal justice." It was several years before courses explicitly addressing social justice issues were introduced.

The concerns for "legal justice" can and should be broadened into those of "criminal justice," since it is the whole system, not legalities in any narrow senses, that is at issue. **All four orientations utilized in the curriculum reviews from 1983-1985 (criminal justice, socio-legal, social justice, human service) were, therefore, implicit from almost the start of the programme.**

The conception of bands tends to assume that policy and practice- oriented courses could be integrated with the use of a third realm of courses. In contrast, **the notion of "orientation" assumes that justice studies (including policy, program, theory and practice) can be undertaken from a variety of perspectives.** These orientations are not as specific as theories, but do usually imply some differences in theory. They also have different implications for intervention. These orientations can be thought of on 2 dimensions; from human service to socio-legal, and from social justice to criminal justice (see Diagram I).

DIAGRAM 1


Criminal Justice
Analysis of Intervention and Prevention
Analysis of Legal State
Human Services
Human Justice
Socio-Legal
Analysis of Welfare State
Analysis of Social Problems
Social Justice

The horizontal axis can be thought of, from left to right, as going **from an interprofessional to a multidisciplinary orientation to justice studies.** The vertical axis can be thought of, from bottom to top, as going **from a societal to a governmental orientation to justice studies.** Several main problems for inquiry can be located within this scheme. For example, the interface of social justice and human services encourages the analysis of the welfare state and its ability to meet needs or guarantee the rights of clients. The interface of criminal justice and human services raises issues about the effect and ethics of rehabilitation, punishment and other interventions at both a policy and programme level.

The interface of criminal justice and socio-legal studies encourages an analysis of the legal state - from constitutional and institutional issues to ideologies of law. And, lastly, the interface of social justice and socio- legal studies raises problems about the roots and consequences of social problems, which in turn raise issues of social structure and political economy.

According to this scheme, which stresses interacting orientations to justice studies, **"Human Justice" is where the interprofessional (human services) and multidisciplinary (socio-legal) in the pursuit of understanding and enhancing legal and social justice meet in a unique set of policy, program, theoretical and practical problems and issues.** A new term, "human justice," was needed because the educational programme envisaged, and now in place, was not strictly criminal justice, human services, legal studies or social action in the pursuit of social justice. Rather it was an interelating of all of these orientation.

Having this general conception does not resolve how to specifically reformulate the curriculum. Is any clarity or coherence provided by applying this notion of orientations to the actual courses developed to date?

These 4 orientations do overlap somewhat with the "waves" of courses discussed earlier. Two of the 4 waves (socio-legal and social justice) are actually identical with orientations. And, the first wave (current issues in criminology) tended to combine human services and criminal justice, which have clearly been stressed in the overall curriculum. The last 2 waves (social problem applications, and advocacy for alternatives) reflect a merging of human services and social justice.

A course-by-course analysis based on the 4 orientations is more challenging and useful. Given the previous assertion that courses should all strive to integrate policy and programme, theory and practice, it might seem contradictory to analyze courses in isolation according to orientations. To the extent that "human service" is treated as being practice or skill- oriented, this may seem so. But human service, like all of the orientations, involves policy, program, theory and practice problems and issues. **It is necessary to reject the false dichotomy of policy and practice to comprehend the orientations.** The replacement is a 2 dimensional conception: policy to program, and theory to practice.

A more systematic outline of curriculum using orientations would have to create a matrix by policy and program and theory and practice, as follows:

	Human Service	Criminal Justice	Socio-Legal	Social Justice
Policy				
Program				
Theory				
Practice				

While the matrix is helpful, filling in the details is better left until decisions are made about dropping and revising courses.

For now, to "test" the orientations, I will classify the courses according to their main focus (human services, criminal justice, socio-legal, social justice). I recognize the placements I made in Table VIII are debateable. The ones I had difficulty with were: HJ421 (Criminal Law) and HJ435 (Economic Analysis) which I considered placing under Criminal Justice, and HJ385a (Workplace) which I considered placing under Social Justice. I was also unsure whether or not to place HJ302 (Information) under Social Justice or Socio-Legal, and HJ468 (Canada) and HJ412 (Delinquency) under Socio-Legal or Criminal Justice.

The most ambiguity for me was between Criminal Justice and Socio-Legal because both explicitly involve law and the state. The working distinction I have for these 2 orientations was criminal justice deals with "systems" and socio-legal deals with "analyses," which is discussed in section 4.3. Nevertheless, using my classifications and the frequency of courses, some clarity about reformulating the curriculum is possible.

Based upon the classification of primary orientations the courses break down as follows: 14 socio-legal, 10 human service, 8 social justice, and 6 criminal justice. The frequency of delivery of these classes alters the order, as follows: socio-legal (117), human service (73), criminal justice (69), social justice (49).

The predominance of the socio-legal orientation partly results from placing each course under only one orientation. In contrast, in the 1983-84 curriculum review, instructors were required to rank order courses they taught, using the 4 orientations or other ones more to their liking. Results from this exercise indicate that the 4 orientations (human service, social justice, criminal justice and socio-legal) were used most (88%) often. This ranking and weighting of the results (rank 1=4 to rank 4=1) found the following: socio-legal (147), criminal justice (145), human service (120), social justice (114). This classification of courses by instructors more accurately reflects the actual or potential balance in the Human Justice curriculum.

It is not surprising that socio-legal courses, which bridge legal studies and the social sciences, are so central to the curriculum. **Such multidisciplinary, problem-oriented courses are not available in other education programmes in the province, or for that matter, elsewhere in Canada.** The Human Justice programme is not intended to duplicate Law courses emphasizing legal scholarship. The concern for justice services, and for the pursuit of legal and social justice, clearly requires socio-legal foundations.

It should be clear that using orientations (rather than bands) can help make curriculum delivery even more flexible by removing the false expectation that the bands provide a balance of courses. This change from bands to orientations lessen Human Justice's role as a backup for Social Work, and the broadening of the student body as originally intended.

TABLE VIII

Primary Orientation of Human Justice Courses Developed from 1976-1988

Times Delivered	Human Service	Criminal Justice	Socio-Legal	Social Justice
19		HJ200 - Corrections		
17	HJ410 - Mental Health		HJ422 - Legal Systems	
15		HJ351 - Criminology	HJ423 - Family Law	
13		HJ401 - Police	HJ421 - Criminal Law	
12	HJ411 - Citizen		HJ389 - Juvenile	
11	HJ437 - Service Skills		HJ455 - Social Control	HJ414 - Planning
10		HJ300 - Criminal Justice	HJ386 - Divorce	HJ424 - Human Rights
9				HJ384 - Peace
8	HJ385 - Helping		HJ435 - Econ. Analysis HJ430 - Multidisciplinary	HJ388 - Indigenous
7	HJ387 - Conflict	HJ412 - Delinquency	HJ350 - Violence	
6	HJ436 - Personality		HJ383 - Alcohol/Drugs	HJ382 - Women/Justice
5	HJ466 - Organizations	HJ468 - Canada		
4			HJ303 - Child Law HJ380 - Women/Crimin.	
3	HJ465 - Delivery			HJ381 Alternatives
	HJ302 - Information			
2			HJ385a - Workplace	
1	HJ306 - Professions		HJ304 - Introduction	HJ301 - Welfare Rights HJ305 Food

4.2.1. Application of the Orientations

Instructors and students will, of course, have questions about the value of building the School's curriculum around these 4 orientations. Of course, allocations were made on the basis of the main orientations, the socio-legal orientation would be emphasized slightly more than the other 3 orientations (see Table

IX). This assumes all classes would be offered an equal number of times, which has not been the case, and is quite unlikely to happen in the future. Nevertheless, an argument can be made that the socio- legal orientation acts as a foundation for the other 3 orientations. It almost always implies criminal justice issues, but puts them into a social and legal context. It actually reinforces the criminal justice orientation, though not necessarily accepting a "criminological" approach to criminal justice. Also the socio-legal orientation allows the criminal justice issues to be linked (through multidisciplinary studies) to social justice and human service issues.

TABLE IX

Interface of Main Orientations in Recommended Courses[1]

	Human Service	**Criminal Justice**	**Socio-Legal**	**Social Justice**
Human Service		Corrections[2] Policing Legal Studies[4]	Family Law Divorce [Bioethics][3]	Human Rights Peace/Devel. Food/Hunger [Aging] [Immigration]
Criminal Justice	Mental Health Citizenship Service Skills		Violence Criminal Law Legal Systems Social Control Alcohol/Drugs Workplace Juvenile	Alternatives Indigenous
Socio-Legal	Information	Criminal Justice [Security/Terror.]		Planning Gender [Environment] [International] [Technology]
Social Justice	Conflict [Advocacy]	Legal Studies[4]	Multidisciplinary Exploration	

1. In this matrix I have used the vertical columns as primary and horizontal columns as secondary orientations. This depiction is only to help start (and test) a process of developing the four orientations more explicitly in all courses. This depection and the frequencies derived from it should not be reified as somehow reflecting the relative emphasis of the orientation in the curriculum.
2. The courses (keywords) without any brackets are all existing calendar, selected topics or mini-courses.
3. The courses with brackets are all proposed new courses..
4. This course is included here simply to exemplify the potential of drawing out problems associated with the orientations. Were this process to be completed for all courses, the matrix would become completely filled out. That is why the warning is made in Note 1 above not to reify the depiction in the matrix.

The example of our most delivered course (HJ412 - Youth/HJ389 - Juvenile) is instructive. Though HJ389 (Juvenile) is listed as having socio- legal as its primary orientation, it emphasizes youth in contact with the criminal justice system. But it also tries to provide the legal and social context for this, including a critical re-examination of the laws and enforcement of them. It also covers relevant knowledge about youth that has a bearing on the criminalization of youth. A commitment to apply this knowledge to enhance the human services to youth, both in and out of the criminal justice system, is part of the overall interprofessional objective. So while the course is primarily conceptualized as being socio-legal, this can be done in such a way as to facilitate the study of problems arising from the other orientations. The orientations can thus be applied to achieve balance and integration within and among courses.

Based upon the matrix which results from this allocation into primary and secondary orientations, the combination of socio-legal and criminal justice includes the most courses (see Table X). In contrast the combination of human service and socio-legal includes the least courses of any combination. Does this suggest anything about differences in the meaning of the orientations to the curriculum, or is this just the result of the matrix only carrying the process of conceptualizing orientations through its first stage? I would argue that a cluster of socio-legal classes is more likely to raise problems of general theory than a cluster of human services classes, (though, if human service is integrated with the other orientations in a course it should lead to better overall theory). As such, the link between the socio- legal and human service is likely to be indirect, for example, mediated by social and criminal justice issues and systems. Conversely, since the criminal justice system(s) always involve(s) legal and social control questions, it is bound to be directly tied to the socio-legal orientation.

If one main goal in this reformation is to better balance all orientations to justice studies, then it is not surprising that social justice is emphasized as a primary main orientation in the recommended new classes. Three of the 5 courses in the social justice and socio-legal combination are new. All these courses involve legal and policy questions involving problems of justice. They also all involve emerging issues of criminalization and criminal justice; for example, sanctions against polluters and computer crime issues, which need to be monitored and conceptualized in any forward looking curriculum. I again emphasize that the proposed reformulation of the curriculum requires progressing from one-dimensional to multi-dimensional thinking. **It is the interface of the four orientations that creates the *raison d'etre* of Human Justice.**

Let me exemplify this by discussing the evolution of a so-called "core" course. In the matrix, the "Legal Systems" course is considered primarily socio-legal and secondarily criminal justice. This is because the perspective on the legal (including criminal justice) systems is more socio- historical than it would be, for example, in the class on criminal justice systems which obviously has criminal justice as the main orientation. Both classes, however, combine the socio-legal and criminal justice as their main orientations.

TABLE X
Ranking of Main Orientations of Recommended Courses in Matrix

	Times
1. Overall	
Socio-Legal and another	20
Criminal Justice and another	16
Human Service and another	16
Social Justice and another	16
2. Specific Interfaces	
Socio-Legal and Criminal Justice	7
Social Justice and Human Service	5
Social Justice and Socio-Legal	5
Human Service and Criminal Justice	3
Socio-Legal and Human Service	3
Human Service and Social Justice	2
Criminal Justice and Human Service	2
Criminal Justice and Socio-Legal	2
Socio-Legal and Social Justice	2
Social Justice and Criminal Justice	2
Human Service and Socio-Legal	1
3. New Courses	
Social Justice and Socio-Legal	3
Social Justice and Human Service	2
Human Service and Social Justice	1
Criminal Justice and Socio-Legal	1
Socio-Legal and Human Service	1

This is not to suggest that the Legal Systems course does not raise problems from the other two orientations: human service and social justice. By drawing on the socio-historical knowledge in "Legal Systems" one could ask if the existing criminal justice system is accomplishing social justice from either a socio-economic or socio-political view. Or, from this socio-historical knowledge of "Legal Systems" one could consider how to improve the human services within the existing criminal justice (including legal systems) perhaps to better accomplish social justice. All 4 orientations would thereby be broached within the course - without altering its primary and secondary orientation or related rationales.

This is only one example of how structural as well as service questions, related to both criminal and social justice, raise problems of justice deserving attention in the curriculum. As stated in note No. 4 in the matrix (see Table IX), if this kind of conceptualization were continued for all courses, the matrix would soon be full.

The matrix also helps suggest some clusters of courses which could facilitate focussed study in preparation for particular fields. Courses listed vertically under orientations (particularly human service and criminal justice) could be seen as clusters. So could particular cells in the matrix; for example, socio-legal and criminal justice). Other ways of clustering courses, not depicted here, are also important.

Courses that are particularly relevant to a sector (women) or to a field (family law) could also be clustered. Courses pertaining to "systems" of any kind could also be linked. I think the idea of the "web" needs to be stressed since a distinct focus and cluster might be appropriate for one student, in one location and line of work, but not another. Some clusters need to be exemplified, but the notion needs to be very open-ended.

Recommendations No. 4.2

43. Courses should be revised and instructors encouraged to try to incorporate objectives, resources and assignments which address or encourage comparison of all 4 orientations to the study of justice.

44. In reformulating the curriculum, courses should be more deliberately classified in terms of their intended, primary and secondary orientations.

45. Instead of requiring a balance in bands students should be encouraged to obtain a balance in orientations. This should not rule out "focussed studies" in an area (cluster) which may tend to stress one problem-area or orientation over another.

4.3 Issues, Systems and Sectors

The above culling and reconsideration of courses, bands and orientations helps lay a basis for reformulating the curriculum. It provides a better understanding of what there is to work with and clearer rationales for doing so. But, the reformulation still remains to be done.

After thinking about the 40 courses in diverse ways I developed a new classification to assist in the needed redesign. For this purpose I'm initially going to leave the conception of the bands and orientations and try to work with the generic kinds of courses offered, somewhat independent of course content. To start this process, let me suggest the following typology of Human Justice courses:

ISSUES: A large number of courses are about issues of justice (mental health, citizenship, social control, planning, human rights, divorce, peace, violence, conflict, drugs, workplace and welfare). This depiction of courses as issues is, however, probably too general and could be further broken down into more **generic issues** (social control, peace, violence, conflict) and **social issues** (divorce, drugs, welfare). The former are close to what I mean by conceptual "problems," and the latter to "social problems," which are discussed later.

This approach seems to have the advantage of being more pluralistic but does not really avoid or resolve the problems of knowledge and education that result from an underlying redundancy and fragmentation. Grouping areas together as varied in conception as "mental health" and "drugs" as being "issues" simply begs most important questions. You would expect the proliferation of "issues" in a curriculum to the extent that the approach was permissive. In that this issue-orientation seems dominant, in terms of the sheer numbers of courses involved, Human Justice's curriculum can be seen to have been permissive and in need of much more consolidation and coherence.

SYSTEMS: Some courses are about agencies and/or systems that are involved in "justice" (legal, police, criminal justice, organization and delivery). It is possible to include other courses (professions) and (alternatives) under this category. Also, several courses listed under "issues" could be cross-listed here (human rights, planning and welfare) in that they can cover delivery systems. Most of these courses readily fit under the notion of "system" which has the connotation of agency, service or delivery system in a more formal organizational and bureaucratic sense.

The strength of this type of course is the strong commitment of the curriculum to human services, especially to the criminal justice system. There is also a growing sensitivity to non-government, community-based programmes. The main weakness is shown in the total lack of reference to "systems" in the more systemic and structural sense which focusses on justice problems involving matters of equality and inequality. This further supports the earlier suggestion that the "social justice" orientation needs to be more carefully and clearly articulated in courses and in the curriculum. An effort to do this is evident in the newest course, HJ304 (Explorations).

SECTORS: A few courses are about groupings or sectors of people experiencing justice problems (youth, women, elderly and aboriginal people). The course on the workplace could also be included in this category to designate "workers" as a sector. Also the course on child law could be redesigned from a sectoral perspective. From this sectoral perspective, a course on the elderly or, perhaps "generations" (to complement "gender" rather than "women") is mandatory. As with all sectoral approaches, the groupings can never be mutually exclusive. In fact it is the combining of them as real social groups (e.g., young native women) rather than as abstract categories (women) that reveals the complexity of social realities and justice problems required for understanding, caring and intervention in human service work. Confusion over sectoral conceptions generated reductionist and sectarian approaches to both issues and systems. For example, in recent years much turmoil has occurred in universities (and elsewhere) in part due to a liberal and radical feminist reduction which stressed a fundamental "sisterhood" of all women. This had previously occurred with "worker."

If it was possible to agree on sectors of people which should be stressed in the curriculum, this would be a more realistic way to organize courses than according to "issues." **But Human Justice is in no position to offer "native studies," "women's studies" or "labour studies."** Nor should it try to duplicate such programmes. Sectoral issues in justice studies may require a few "core" classes; for example, HJ380 (Women), 388 (Indigenous) and 389 (Juvenile), but **such issues and related analyses should likely cross the curriculum.**

ANALYSIS: Another group of courses are more directly tied to modes of analysis (criminology, economic analysis, multidisciplinary, personality and information). This is neither a very comprehensive nor coherent grouping. **It would have been more straightforward to "hide" behind the supposedly analytical and disciplinary label of "criminology," and leave the false impression that modes of analysis were not problematic.** Human Justice, to its credit, has avoided and resisted this temptation from the start. However, rejecting the discipline of "criminology" as a rubric does not resolve these questions. The appeal to multidisciplinary studies (which are more synthetic than strictly interdisciplinary ones) sets a goal, but the actual substantive integration of modes of analysis still must be done.

Clarity in the use of theory and a commitment to a comparative process of theory-building is central to this task. **In view of the preeminence courses stressing "issues" and "systems" in the curriculum to date, it is not too surprising that there is some ambiguity about modes of analysis.** The catch word for the integrating mode of analysis has tended to be "justice" instead of "crime" and "socio-legal," in contrast to the better known term "criminological." This contrast clearly is both suggestive and challenging, but the reformulation of curriculum needs to more directly define what is meant by "justice" and "socio-legal."

The approach of piling on "disciplinary" modes of analysis does not really provide the means to do this. For one thing "disciplines" have contesting modes of analyses within them, often called "schools." "Paradigms" can link these "schools" across various disciplines. "Justice studies" can be seen as a particular "fix" or way of problem defining which integrates material from various disciplines. Some are more likely to emphasize formal and other substantive justice. Of course, various theoretical and ideological orientations to the study of justice exist, and the contrasting problems and issues arising from these orientations must be addressed throughout the curriculum.

FIELDS: Some courses, which might have been included under issues and/or systems; or, in one case (child law) under sectors, can be seen as fields of ideas and practices (family law, criminal law and child law). Some might argue these are still socio-legal subject matters, and that the whole curriculum ought to be reorganized along similar lines. Adding courses addressing the socio-legal problems in Environmental Law or International Law or Immigration Law, as has already been recommended, would expand this approach in the curriculum.

There are clearly some advantages to this approach, which is both integrative and problem-based. That is, in part, why it has persisted in most professional education programmes in law, medicine, education and social work. The fact that the Human Justice programme is interprofessional and desires to expose a wide range of human service personnel to justice studies suggests that an expansion of fields of study must be done with care. It is, nevertheless, a matter that any new Faculty of Human Services would immediately have to confront.

INTERVENTIONS: It might have been possible to include some other courses under "analysis," if by analysis one means a more wholistic concept (which includes analysis-in-action or human service praxis). The term "praxis" implies action, reflection and criticism. Such integration should be encouraged in interprofessional education. If "intervention" and "analysis" were further combined, the critique of the limits of "analysis" in the curriculum could, perhaps, be softened. For clarity, however, I will separate this category under which only a few courses would presently fit (helping and service skills).

This may suggest a weakness in the curriculum in concrete intervention skills, but as already stated we need to be wary of the trap and mystification of separating "practice" from the practical implications of various modes of analysis, including theoretical. My view is that some courses need to focus on intervention, including a new class on "advocacy", just as it is necessary to have some focus on "research" or other natural assemblies of skills, competencies and learning. At the same time the reformulation of curriculum needs to continue to work towards enhancing the synthesis of theory and practice in all courses.

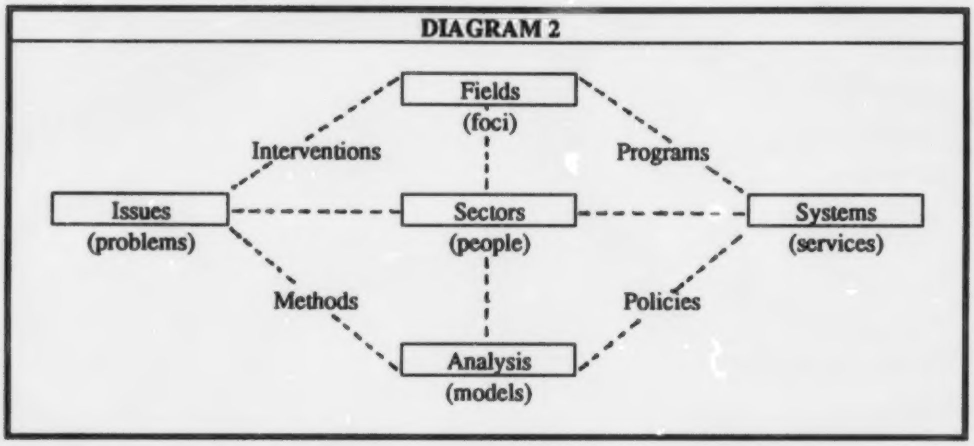
There remain serious limitations to this six-fold typology of courses. All of them, for example, involve people, ideas, ideas about people and, potentially data - so they all, ultimately, involve each other (sectors, analysis, systems, issues, fields). This is just a warning that **curriculum must not reify, but be pragmatic in the sense of always encouraging and facilitating local, concrete individual and group syntheses in learning.** Also the separation of "intervention" from "fields" could reinforce the counter-productive dichotomy of "theory" and "practice." Since intervention activity is implied in all 5 other areas of study stressed in this typology I will not reify it.

The six-fold typology does, however, include all 40 classes without simplifying them into the more problematic classifications of the bands, or the implied split into "values, knowledge and skills." The six-fold typology is a more realistic classification of what is actually in the curriculum, a clear identification of problems, and a more articulate expression of Human Justice students' learning needs. the problems and knowledge that need to be confronted.

A diagram which expands on these categories may be of help. Please note that "intervention" is not separated out in the same way as the other five "kinds" of courses (see Diagram II).

The curriculum could be said to be **the comparative and critical study of sectors of people facing issues of justice; and systems attempting to address these issues, or which underlie these problems, so as** to gain both better analyses and the ability to act to enhance fields of intervention to achieve justice. This is somewhat circular (the undefined use of "justice"), but it nevertheless does allow us to explore a way to achieve coherence among courses.

DIAGRAM 2



It might be possible, for example, to have students exposed to the various orientations through issue, sector or system-oriented courses with a gradual deepening exposure to analyses and fields of intervention. This conception implies some sort of staging, and some sort of balance in Human Justice studies. No particular emphasis should be placed on issues, sectors or systems as ways to enter into justice studies; there would need to be encouragement to approach studies in all three ways. While modes of analysis are required to engage in any of these, they are unlikely to develop much depth without grounding in issues, sectors and systems.

Perhaps "issues" is too fragmentary an approach. While it encourages a break from single discipline or single profession-based integrations and rationales, it can actually perpetuate underlying ideologies (liberalism) through constant reinforcement. The same thing could be said about "sector" or "system," both of which could also be endlessly dissected. The danger of ideological, structural or other reductionism always remains and is to be deliberately avoided.

Perhaps "problem" is a better notion than "issue," for this allows a more direct link to modes of analysis. Designating clear justice problems - whether approached in terms of particular groups of people, particular systems or policy or program issues - could provide some unifying themes. These problems could be studied in terms of the suggested orientations of human service, socio-legal, criminal justice or social justice.

From this stance, then, courses should clearly indicate what justice problems are addressed (using issues, sectors and systems) and link these to the orientations. Are the problems implied in the issues, sectors or systems primarily "social justice" problems, for example.

This problem-centered approach to curriculum requires a focus on practice (including method) and theory, for both policy and program-related interventions. It is a clear alternative to curriculum based on the perpetuation of a discipline or profession, without being as fragmented as the more issue- oriented approach. It is, of course, much more intellectually challenging, and it is tempting to avoid the complexity this approach presents. It puts a special stress on thought including critical reflection on both personal and social attitudes and behaviour.

Let me state a few examples. Drug abuse is clearly an issue with both policy and program implications. But understanding the justice problems involved in the study of "drugs" requires going beyond an "issue-oriented" approach. A curriculum needs a level of coherence that creates courses because a generic set of problems are implied by an issue. The same points exist regarding "sectors" or "systems." A focus on drug abuse among youth, for example, provides no rationale for a course since the problems have not been delineated. Is the problem young people using drugs, the attempted legal control of youth, youth as a group, or all or none of these?

Trying to clarify the justice problems that are implied could go a long way in suggesting links between courses. The mix of courses on laws, drugs, youth and police (analysis, issues, sector and system) - regardless of the order taken - could provide the basis for an important synthesis in terms of the common "problematique." The notion of "problem" can provide the basis for development of both abstract and concrete thought; and lay the basis for the synthesis of these in new abilities, attitudes and even behavior. (See quote by Foucault at start of report).

Approached in this way, various "clusters" of classes become possible. Some would be more substantive, as in the example of linking HJ383 (Drugs), HJ389 (Juvenile), HJ401 (Police) and HJ421 (Criminal Law) from the above example. This cluster seems indispensible for working with "young offenders." The orientations could also provide a basis for such clusters of courses. Clearly "criminal justice" provides the opportunity for several kinds of clusters. However, this should also be done in terms of clear statements of problems and not empty generalizations.

The notion of "core" can also be linked to a problem-oriented curriculum. Perhaps we should design (and renumber) courses so that the student is encouraged to get broad exposure to issues, sectors and systems which begin to put him/her in touch with the justice problems within and among the orientations (see Table IV below). But some "core" subject matter, exposure to methods of analysis and fields is crucial to do this. The question, of course, remains debateable how the courses would be placed into this format. Providing the opportunity for synthesis, not artificial or discriminatory sequencing of courses, is the crucial thing.

Recommendations No. 4.3

46. The curriculum should be clearly defined and designed as a problem-oriented, (not single discipline) interprofessional based one.

47. To be included in the curriculum, courses must clearly designate the justice problem with which they will deal. Courses should try to encompass the study of relevant issues, systems and sectors and modes of analysis and fields of intervention within them, rather than being exclusive to one or the other.

48. Both "core" courses and "clusters" of classes should be organized to expose students to the orientations, introduce both problems and analyses, and facilitate substantive syntheses *which help enhance applied abilities.*

49. Rather than sequencing classes, there should be explicit recommendations in the calendar, course descriptions and in student counselling about *interrelationships and combinations of courses.*

50. Courses should be renumbered to reinforce the problem-oriented, integrative approach to curriculum (see Recommendation No. 73).

51. A course on "advocacy" should be created for the curriculum. The value of this assembly of abilities is acknowledged in the interviews of practicum agencies and employers. It was also a recommendation made at the May 1982 Saskatoon Workshop.

52. If some sectoral classes are deemed necessary to focus on justice problems facing particular groupings of people (youth, native, women), a class should be created on "Justice and Aging." Such a class is becoming more vital with Canada's aging population, and could easily contribute to a Human Service Faculty's concern with socio-health problems. Perhaps Social Work's class on aging could be reformulated to also meet this purpose.

53. The class on the Workplace (HJ385) should be revamped, possibly as "Justice and Work," to also consider "workers" as a sector facing particular problems of rights, control and justice. This class would continue to act as an introduction to the "field" of labour law. Closer links with Labour Studies at the University of Saskatchewan would also be mutually constructive.

4.4 Hierarchy, Matrix and Web

Before summarizing the recommendations to this point and making overall recommendations, it is necessary to discuss some views of curriculum which typically underlie or influence specific suggestions. To do this I will contrast 3 distinct views: 1) an **hierachical** view which sees curriculum as a pyramid of courses - with those at the bottom as foundations to more specialized ones at the top; 2) a view of curriculum as composed of a **matrix** of courses which intersect with each other on the basis of particular dimensions (values, knowledge, skills, etc.); 3) a view which sees curriculum as a **web** of interwoven strands of perception, conception and behavior which can be approached in part or whole but always remains interconnected.

The hierarchy, matrix and web all possess the potential for three- dimensional thought, though curricula tend to be approached two-dimensionally primarily in the case of the hierarchy, but also for the matrix: from bottom to top, from vertical to horizontal axis, from present to future, from center to periphery.

"Time" and, as such, change is considered in some fashion in all of these schemes. In the case of the hierarchy and even the matrix, however, this tends to be done in a linear way and to assume that the past can be repeated in the present or future to achieve a predetermined, desirable goal. As political, historical and environmental events increasingly show us, this predetermination is largely a fiction and contributes to rationalization and myth- making.

A curriculum web can keep on being transformed as the future is not a replication of the past. Something that is a macro problem from one perspective can be micro problem from another. There is therefore much more need to acknowledge the role of uncertainty and the need for flexibility and self-determination in the web conception of learning and knowledge.

4.4.1 Hierarchy of Learning

A hierarchical view of curriculum is often embodied in the idea of the "lesson" in elementary school, and the idea of "basics." The notion of the "lecture" or "lab" in university can, but does not necessarily, reflect this hierarchical view of knowledge. No one likely disputes that the three R's are vital to learning, and independence. This, however, doesn't rule out that "life skills" are just as important. What is considered "basic" still reflects the dominant technological and functional ethos of this society; whereas, for example, computer education is considered more vital than say, human relations.

This view often assumes that achievement is an objective measure of how far one has moved up the pyramid, and that more people will fail as you move closer to the top. The hierarchy can be "counted" in terms of subject matters, in terms of grades, or in terms of number of school (college/or university) years obtained. These views all tend to reinforce each other.

The historical origins of this hierarchical view cannot be separated from the dichotomy of theory from practice in early class societies, or the workings of feudal, patriarchal, colonial, capitalist or socialist industrial societies. This view tends to perpetuate the notion that to achieve "knowledge," one must work one's way up some sort of standardized meritocracy. This view fits well with the elitism typical of "professions" and specialized "experts" in our society. It serves to reinforce, obscure and justify stratification which is rooted in the social and economic organization.

This orientation to curricula is quite inappropriate for an interprofessional and multidisciplinary educational program which stresses human services and the pursuit of justice. A hierarchical view of learning and knowledge is contradictory with this mission in its premises, values and outcomes.

4.4.2 One Matrix: Values, Knowledge and Skills

An alternative conception views interprofessional education as a matrix of values, knowledge and skills. There are many other matrixes, but this one is quite common and is often used in human service education. If policy and service issues are fundamentally rooted in "values," this conception is extremely close to the bands discussed earlier.

There are many problems with such a view. For one thing, values are fundamental to both "knowledge" and "skills." Types of knowledge are themselves values, and skills commonly have different implications if rooted in different kinds of knowledge; or, as in some Eastern philosophies, in wisdom. Knowledge is always some kind of synthesis of value and skill. The notion of skill as discipline (in the internal, not external, sense) is inherently linked to knowledge and wisdom.

If these "dimensions" of value, knowledge and skill are cross-classified in a matrix, this perspective allows these issues to be raised and considered in more depth. It is therefore a helpful organizing tool for curricula and course development.

A more involving conception, developed for a Human Service programme in New York state expands "knowledge" into what it calls "goals," "self-other relations" and "systems."[7] Though it maintains "values" and "skills" the interplay of these 5 areas can be much more challenging than the above threefold conception. According to this matrix of learning, these 5 dimensions help facilitate and evaluate "effective performance." These in turn, are all linked with 9 performance areas, to form a fairly complex curriculum matrix (see Table XI).

This "systematic" approach is akin to competency-based approaches. Though they can be helpful in analyzing "units" of learning and skill, the danger of reductionism is always present. This can easily obscure underlying values and ideologies and thereby negates the goal of achieving (synthesizing) personal and interprofessional knowledge.

It is noteworthy that most of these "performance areas" in this Human Service programme deal with organizational matters. Some (1,3,4) have great potential for deepening and broadening one's knowledge base, and facilitating greater control over peoples' lives. Areas which would explicitly stimulate such discourse and reflection are noticeably missing. Even the few which might have to do with contextual, ethical and structural matters (4,6,8) have an organizational tone to them. There is no area emphasizing "advocacy," which is just as vital as "counselling" to human service work. And there are no areas at all which emphasize the activity of re-examining and re-creating ideas, either through research or theory. So in spite of the emphasis on integrating "values," the scope of performance tends to reinforce contemporary functional values.

It is not uncommon for these seemingly systematic, "competency" approaches to curriculum to simply reflect the training needs of industry. And, certainly, there is growing pressure on all levels of education to become more associated with the corporate sector by providing competency-based education. The Saskatchewan Institute for Applied Science and Technology (SIAST) contrasts its competency-based system at its Wascana Campus with approaches which stress the "content of courses and fixed schedules."

Their competency- based system is depicted as "a very personalized system of learning." As such it might be seen as a fundamental alternative to the hierarchical model of curriculum.

TABLE XI

Competency-Based Matrix for Human Service Education

	Values	Goals	Self-Other	Systems	Skills
1. Self-Assessment Preparation for Practice					
2. Establishing Professional Relationships					
3. Working with Others in Groups					
4. Helping Other Learn					
5. Counselling					
6. Community Liaison					
7. Supervision					
8. Managing Change					

This is not, however, to be confused with being personal in the sense of encouraging autonomy, for the skills are predetermined. As stated in the calendar:

> ...the competency based system of instruction is centered around the individual strengths, needs and learning styles of students *in their effort to master the skills identified by industry* (my emphasis).

The Calendar is quite clear: "Programs are based on tasks and performance requirements of industry." Certainly this view is more sensitive than hierarchical education to the student's "own rate" of learning and "level of skill and knowledge" - as in the tradition of adult education. The student, however, still lacks control over what is learned, how it is learned and to what ends it will be applied.

This issue of control is what fundamentally distinguishes the goals and methods of training from education. Without substantial control of one's learning it is highly unlikely that one will learn self-control, or the understanding required for this in interprofessional work.

4.4.3 Webs of Learning

The notion of a "web" is related to the growing global ecological consciousness, something like the notion of "network" has had to do with growing international communications technology. The fact that these two complementary world trends are occurring itself suggests the need for curriculum on subjects like "global issues of justice," and "technology evaluation." There are now computer networks and webs which provide for increasing world-wide access to and exchange of ideas, information and resources. Though these technologies are often controlled, designed and utilized for military, corporate and fundamentalist religious interests, they have the potential of by-passing all sorts of dominant structures and ideologies.

The idea that people around the world can link with other people to communicate and share within a web of contacts is quickly gaining ground in curricula theory and practice. Though the notion of "distance education" still assumes some places are far away from places which distribute "knowledge" (a carry-over of hierarchical thinking), computer-facilitated webs of communication and learning are increasingly abolishing conceptual and learning distances between people. What we are seeing is the growth of web-upon-web and webs-within-webs. The preferred term for this phenomena is community-based education, or learning in one's own habitat or bioregion.

In an era of exponential growth in information, and of interdisciplinary and interprofessional interfaces and hybrids, the "web" presents a new and basic challenge to conventional learning theories and curricula. It is questionable from both an ethical and substantive stance to have hierarchical curricula that are exclusive and elitist. Perhaps more crucial, this approach is becoming impractical. Curricula planners for elementary education now admit that independent thinking and learning how to learn have become fundamental to living in such a global era of rapid change. In Saskatchewan "critical and creative thinking" as well as "independent learning" are now considered two of the "common essential learnings" to be "integrated into every program within the public education system." They, nevertheless, **often stress adaptation to change, more than promotion of change, showing the hold-over of the "passive learner" emphasized in the hierarchical curricula.**

In an era of growing international interdependence, ecological precariousness and challenges to centralized technology and power, learning aimed at promoting change through foresight, at preventing rather than alleviating problems, at doing things that are sustainable, and showing ethical concern for future generations, has become imperative to continued human evolution. The Report of the World Commission on Environment and Development (***Our Common Future***) makes a direct plea to educators to begin to reorient studies and curricula for achieving sustainable development. Fragmented, reductionistic, hierarchical curricula is clearly inadequate for this task.

Matrices are helpful "tools" in analyzing and synthesizing curricula. They, however, remain abstracted from the reality of individual and group learning, which always takes on some characteristics suggested by theological terms like "renewal," "rebirth," even "resurrection." The transcendental - the unique convergence of persons, places, issues and resources that can occur within an open and accepting educational setting - must be acknowledged by any curriculum which wishes to encourage and facilitate learning in a era of global communication and unprecedented crisis and challenges.

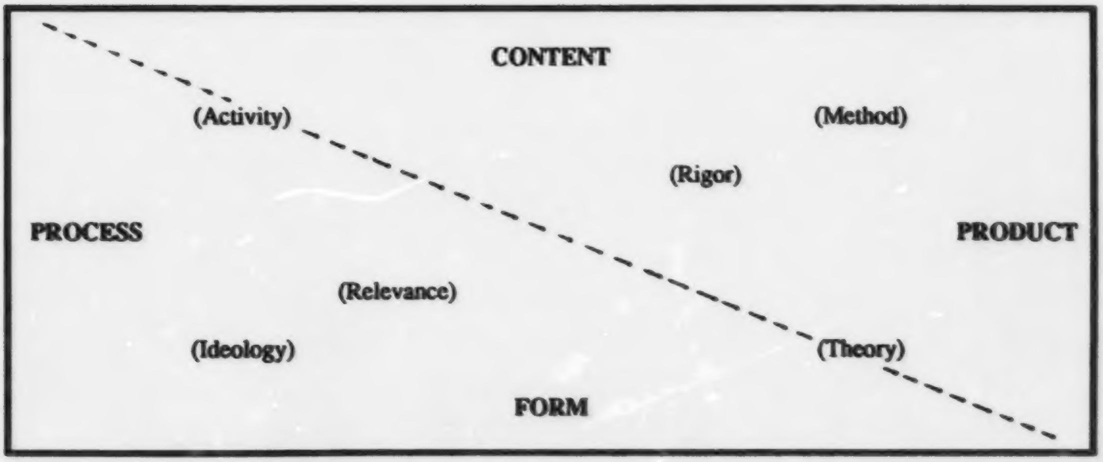
There are patterns to webs, but they are neither linear nor factorial. They can form a structural and functional whole, yet remain highly unique depending on the context, the conditions, and the "weavers." The emphasis on artifacts as in hierarchical learning, and on performance or skill as in matrix-oriented learning, cannot be totally superceded by an emphasis on self and group development as in web-oriented learning. But this latter layer of learning now needs to be directly and unashamedly affirmed in the conception and administration of curricula.

4.4.4 The Interplay of Product and Process

Since the 1960s, dichotomies and syntheses of the products and processes of learning have become commonplace in discussions of curricula. Sometimes the processes of individualized learning are contrasted with the products of more standardized learning. Tension will and should remain between these orientations. Clearly different processes can hamper or liberate energy and curiosity among students, and in this sense the facilitation of processes of learning are themselves ends, not merely means of learning. However the ability of processes to generate and improve upon the products of learning has to be considered once the activity of learning is underway. **Process and product can therefore be complementary.** There is nothing to be gained by making a fetish of process anymore than there is with product. "Both/and" not "either/or" is a more appropriate way to approach these issues (see Diagram III).

DIAGRAM 3

The False Dichotomy of Learning



So too, with matters of content and form. A break from the forms of hierarchical learning necessitated and facilitated a break from the content generated by this learning. But, it never necessitated a break from content. The reformulation of content does not reduce intellectual or ethical issues of quality or method, it simply reorients them.

The reaction formation that occurred against the product-oriented learning of hierarchical and authoritarian curricula has sometimes led to the rejection of content itself. Educational reforms occuring at this time are attempting to incorporate the new, self-directed learning forms and processes back into predetermined contents and products. Industry-based, competency-based learning is a case in point. Three steps forward, two steps backwards.

New forms and processes are needed to help generate new contents and products. This can help meet the growing demand for interprofessional and multidisciplinary human service education in a shrinking world. It would be arrogant to pretend that some people (either curricula planners, or deliverers, or students, or any combination of this) can predetermine where this learning will go or to what end. Like human language and society, and nature itself, learning always contains indeterminism.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Practicum Placement and Employer Considerations

In the summer of 1988 a Human Justice practicum student interviewed a number of agencies with which the School has been associated.[9] These included agencies dealing with corrections (4), rights (3), young offenders (2), police (2) and drug-related problems (1) (see Appendix B). Though a much broader group of non-government organizations (NGOs) has been involved in the School, it is worthwhile considering the comments and concerns about the curriculum expressed in these interviews.

There was a unanimous view from these agencies that "the Human Justice degree/certificate enhanced the effectiveness of employees," and a general endorsement for the importance of professional, lifelong learning. There was no consensus on the "skills" which these agencies felt needed "further development." These included everything from conflict resolution, to team work to administrative skills. The two "skills" which were reported to improve with the education were: good writing skills and knowledge of the justice system.

There was a general view that the graduates were not "too specialized" and that the curriculum should not be narrow. Some agencies made specific suggestions about curriculum, for example, core classes, but there was no consensus among these.

The agencies indicated no particular preference for Human Justice or Social Work graduates as prospective employees. The nature of the job and the person were viewed as more important. There was some concern expressed for Social Work being too broad and general. A preference for Human Justice graduates existed when advocacy was required. Neither degree was valued over the other *per se* in the hiring process. This is encouraging in view of the much shorter time the Human Justice degree has existed.

There was a nearly unanimous view that practicums were "valuable." Only one agency mentioned they were "too short." There were, however, a wide range of suggestions about "improving the practicum process." Most related to improving communications between the agency and the university, including clarifying objectives, expectations, supervision roles and evaluation processes.

There was no consensus regarding when "field experiences" should occur. Some felt that having them near the end of the program, as is now encouraged, was fine. Others felt it could be organized earlier or be on- going. Some felt this depended on the person and could not be standardized for all students.

There was widespread concern about the current admission requirement of 1 year of human service experience (previously 2 years). Some felt human service was defined too generously to be an important criteria. Some felt it discouraged younger people who wanted to enter the field. Some felt there were alternative ways to accomplish the same objective. The option of a co-op work study program was generally liked, but it was not considered financially realistic. One agency specifically mentioned the financial strain this would present for NGOs.

There was no consensus about the "best affiliation relationship for the School." Some felt Human

Justice and Social Work should continue to be related. Others felt Human Justice should be more autonomous. A few felt there could be a similar core, of course.

The majority of these agencies supported the principle of a Faculty of Human Services, when asked if they would hire graduates from such a programme. There were minor concerns about Human Services being too general or watering down programmes. One agency was especially concerned that this was a "face saving" way to amalgamate Human Justice and Social Work.

The good things mentioned about the School included the unique educational program, critical thought and the mix of people in the programme. The things that these agencies said need to be improved upon included better and more publicity about the program, more communications with the field, additional and improved curriculum, and better orientation and liaison with sessionals. Several specific suggestions were made to alleviate problems facing working students. Most of these related to more consideration in the programme for work-related realities to reduce pressure on students.

These agencies created a very diverse list of qualities, skills, abilities and knowledge that the "ideal graduate" should possess. The qualities suggest a caring, independent person. The skills range from interpersonal abilities to advocacy. The abilities include both the practical and theoretical, and the knowledge included a broad range of human service, socio-legal and social development areas. The agencies expressed interest in the future of the School and in many cases indicated an open willingness to be involved more directly in its activities.

Recommendations No. 5.1

54. Practicum panels should be held earlier in students' programmes with the option of earlier practicums or two shorter practicums.

55. Resources should be provided so that Human Justice is able to provide one faculty member to coordinate practicum-related matters on a focussed, ongoing basis.

56. Alternative ways to meet the human service experience requirement should be be devised so that younger students and students without direct experience are able to enroll in the programme.

57. A Faculty of Human Services should be created in such a way that the strengths of the Human Justice programme are maintained. Some Human Justice courses could be revised to be part of a Human Service core curriculum.

5.2 The Organization Context for Curriculum Development

The School of Human Justice exists as a constitutional part of the University. Though in 1987 the Board of Governors cut the School's budget, the School remains as an autonomous academic programme. Since the Board's cuts to the School, however, the School's ability to function has been seriously reduced by the University administration amalgamating the position of Associate Dean of Human Justice with the Dean of Social Work. It remains unclear whether this amalgamation was done to save budget and/or to reduce the role of Human Justice within the University and community for non-budgetary reasons.

There is nothing to suggest that these decisions were made for academic reasons. Yet the decisions have had deleterious academic implications. The crucial decisions about budget cuts and the reduced *de facto* status of the School occurred without direct consultation with the School faculty, students or University academic planning bodies. It may seem naive to some to expect decisions to be made in an open, fair, equitable and accountable manner in the present political and fiscal milieu, but this expectation and objective is, after all, related to the professional and service ethics of the School's programme. Important questions of academic freedom are also raised by the process and events.

The maintenance of the School's Certificate and Bachelor programmes are acknowledged by the appointment of a Coordinator of Human Justice, who presently chairs a Human Justice Programme Committee within the Faculty of Social Work.

Before the School's curriculum can be reformulated there must be clarification about the organizational status of the School and its programme, including Prairie Justice Research (discussed in the next section). **If there is no commitment to the academic integrity of the programme, or to resource it in an equitable manner, then it is an illusion that the School is viable and can deliver a quality educational programme.** At this point Human Justice has only 3 full-time faculty and one term faculty appointment. These 4 compare to 6 positions listed in the 1986-1987 University Calendar. Yet in 1988-1989 there are more students, more practicums, more administrative responsibilities - many resulting from the impact of the cuts and carrying the same research load as in 1986-1987.

There is simply no way the School's programme can continue to be delivered without the replacement of the faculty member retiring in the summer 1989, and Social Work returning a full-time position it received under a faculty transfer from Human Justice to Social Work.[9] This position was endorsed by the Faculty of Social Work Futures Task Force and by the Faculty Student Council. The present term appointment, which apparently replaces a resignation of a full-time faculty member due to the crisis caused by the cuts, should also be turned into a full-time appointment.

The replacement of one of two support staff positions cut from the School's Regina office would provide some administrative viability. The 50% staff reduction in Regina and the loss of the School's support staff positions in the Community Education Centres, has made maintenance of the programme quality extremely difficult.

Recommendations No. 5.2

58. The constitutional and academic autonomy of the School of Human Justice should be recognized as a separate issue from the cuts. A presentation should be made to University administrators advocating the viability of Human Justice as an autonomous programme. This is particularly crucial if the School is to be involved in negotiations about reconstituting within a Faculty of Human Services (see Recommendation No. 85).

59. If a Faculty of Human Services is created at the University, the Human Justice Degree and Certificate programme should be maintained as part of that Faculty or in some other location in the University.

60. The School or some other autonomous academic status should be maintained so that Prairie Justice Research has the ability to receive federal contributions as a criminology research centre. This direct research role is seen as crucial to resource and inform curriculum development in this new field of justice studies.

61. Human Justice should be assured adequate faculty, support staff and sessional funds to enable it to deliver a quality programme. Otherwise, it is a waste of time to reformulate the curriculum.

As of fall 1990 the School of Human Justice had been reaffirmed by Executive Council and Senate as an autonomous programme, with its own Director. It presently has 4 base budget positions.

5.3 Prairie Justice Research (PJR) Considerations

5.3.1 A Positive Federal Review

During 1988 the School had the additional administrative demand of participating in the Ministry of the Solicitor General's management review of their Sustaining Contributions Programme for Criminology Research Centres at Canadian Universities. This Programme has operated since 1969. PJR has been funded since 1978, and has been the major prairie research centre both in terms of total contributions and years of funding.[11]

For this Review, PJR's Director met with other Criminology Centre Directors on several occasions to respond to the objectives, terms of reference, and evaluation design of the Review, and to prepare a joint document showing the value and viability of the Solicitor General Contributions Programme. PJR's Director was also interviewed by the evaluation team, participated in a meeting of all Directors with the evaluation team to address all issues under review. The Directors had extensive, direct consultations with the federal Ministry of Justice, which has an enlarged research mandate with reorganization of the federal civil service since 1984.

It is quite significant that, in spite of the atmosphere of federal fiscal restraint and cuts to such programmes, the evaluation team's July 1988 report recommended the continuation of the Contributions Programme.[12] The School of Human Justice is particularly dependent on this funding since it has enabled PJR to maintain the minimal infrastructure needed to facilitate, publish and disseminate justice research. Most other Research Centres and all the major ones have university base budget positions for research, and therefore their contributions can be used to facilitate direct research. PJR must obtain all its support from elsewhere for direct research purposes, which makes funding from the Contributions Programme absolutely essential. The Review recognized this special dependencies of some Centres on governmental contributions, and noted that "cutbacks would seriously jeopardize the existence of some of the smaller centres."

The Ministry of the Solicitor General recommended that the Contributions Programme continue, but with some changes. One change is what it calls the production of criminology graduates no longer be a programme objective. It recommended that information and research dissemination should continue, and that what it calls "environmental scanning" of research areas within its mandate, and "critical and independent advice," should become new objectives for the Research Centres. These new objectives are discussed later in this report.

5.3.2 Comparing Criminology Graduates

It is noteworthy that the objective deleted (training of criminology graduates) is the one PJR (through the School) was **least able** to meet in comparison to the other large Criminology Reserach Centres. It should, however, be stressed that Human Justice's record of graduates is not dissimilar to and even a little better than, the other smaller programmes receiving funding (see Table XII). Since Human Justice is the only part-time programme, students take longer to show in graduate statistics. Therefore, the comparison with the full-time programmes is unfair and not instructive. Human Justice students are just now beginning to "pile up" for practicum and ultimate graduation.

The criminology "factories" of the Universities of Montreal, Ottawa and Simon Fraser are major specialized departments, with large faculties. It is therefore ridiculous to compare Human Justice, with its meager budget and few faculty to these large Criminology Centres. Also, along with Toronto, these major Criminology Centres have additional resources for graduate studies, including doctoral studies at Montreal. Furthermore, Manitoba still has had the capacity to graduate significant numbers of undergraduate students in Criminology.

Strict comparisons are out of the question, not only due to the size, but number of years of operation of these programmes. The large Centres with graduate programmes (Montreal, Ottawa and Simon Fraser) began graduating students in 1970. Human Justice did not have its first graduates until nine years later.

Human Justice should, therefore, be compared more with the smaller programmes, including the new one at Dalhousie - which had no graduates by 1986. Any comparisons also should account for the differences in the objectives of Human Justice in comparison to other Centres. Human Justice clearly has had the capacity to generate research on criminology and criminal justice and policy and programme issues, but it has tried to build a curriculum and research program that also builds broadly on legal and social science (socio- legal) research and studies. The location of the School within the Faculty of Social Work has also, from the start, linked the programme to human service objectives including contributing to other degree programmes.

TABLE XII

Criminology Graduates at Canadian Universities

1970-1986

	DEGREES		
University	**Under-graduates**	**Graduates**	**TOTAL**
Large Programs			
Montreal	1305	218[1]	1512[2]
Ottawa	308	477	785
Simon Fraser	719	34	753
Toronto	229	153	382
Manitoba	276	---	276
Small Programs			
Regina	69[3]	---	69
Bishops	48	4	52
Carleton	44	---	44
Windsor	41	---	41
Alberta	40	---	40
Dalhousie[4]	0	---	0

1. This is the only doctoral program and included 27 Ph.Ds by 1986.
2. The discrepancy between the total and sub-totals' results from a discrepancy in the 1970 figures of 11.
3. Comparisons with other programs is difficult since this is the only part- time program. By fall 1990 the School had graduated 176 students. Furthermore much of the course time provided (25-40%) by Human Justice actually contributes to graduating Bachelor of Social Work students.
4. Though Dalhousie receives federal contributions as a Criminology Centre, it has no Criminology or Justice degree programs.

SOURCE: An Evaluation of the Secretariat's Program of Sustaining Contributions to University Centres of Criminology, Solicitor General of Canada, Management Review, July 7, 1988.

5.3.3 New Demands

These characteristics, especially the socio-legal focus of PJR could enable it to undertake the two new Contributions Programme objectives, environmental scanning and critical independent advice, if it had the guarantee of continued faculty and staff resources. If PJR were adequately staffed with access to a broad range of Research Associates, it might be able to make a claim for a larger share of the Contributions as the major prairie research centre. The review of the programme acknowledged that the distribution of the funds, with the large centres receiving the most, was not based on or justified by clear criteria.

To be able to be responsive to these new objectives would require definite strengthening of PJR's research capacity in certain areas. Part of "environmental scanning", includes "more research...directly within the mandate" of the Ministry of the Solicitor General. This mandate has been narrowed by a reallocation of responsibility and research resources to the Ministry of Justice. Policy and program issues involving "security, terrorism and corrections" are now highlighted by the Solicitor General. This is where The Canadian Security and Intelligence Service (CSIS), the RCMP and Corrections Services of Canada are all located. While PJR, through the School - and particularly the Prince Albert Community Education Centre (CEC) - has capacity in the area of corrections, both curriculum and research experience would need to be strengthened to enable critical intellectual capacity in the areas of terrorism and security. Without the adequate resources, we would be unable to offer critical, independent advice in these areas.

5.3.4 Organizational Options

It is also necessary to discuss some of the organizational options (which imply financial support) facing PJR at this time. There are only 3 main scenarios of PJR's future worthy of consideration. These options and the recommendations based on them were approved in a meeting of PJR Research Associates during 1988.

(1) Amalgamation with SARU:

In the turmoil after the cuts there were frequent rumours that PJR and Social Work's Social Administration Research Unit (SARU) were to be amalgamated. PJR has not been directly involved in any such discussions. This might seem to be a solution, just as forced amalgamation of Human Justice and Social Work seemed to be a solution to some. However, without **additional** resources (more than currently available in SARU), there would be no chance of such an amalgamated unit maintaining a programme which included PJR's priorities. There has been inequitable support for SARU and PJR by the University. SARU has over $130,000 in base budget funding; PJR has no base budget funding. SARU has also always received better capital support for equipment. Based on past experience, an amalgamation **would be at the expense of PJR.**[13]

People are deluding themselves if they expect PJR to continue its quite demanding research programme under amalgamation wwith SARU. Furthermore, PJR might jeopardize its Ministry of the Solicitor General funding, upon which it is totally dependent for an administrative infrastructure, since it would no longer operate as a Criminology Centre. This would increase, not decrease, the pressure from lack of resources. All other funded Centres are attached to criminology departments, or criminology groupings within sociology departments. PJR has always had some difficulty explaining its location within the Faculty of Social Work. But as long as the School was resourced as an autonomous academic programme, PJR was viewed as somewhat equivalent to the other research centres.

(2) Human Services Research Unit

If a Faculty of Human Services were created and adequately resourced, it might be possible to have one research unit, with overlapping research teams attached to programmes (Human Justice, Social Work, Psychiatric Nursing, etc.). This reorganization of Social Work, as well as Human Justice, with additional programmes, might regenerate the vision and morale to enable research to be facilitated equitably within one umbrella research unit.

Extensive work on Social Work's curriculum as well as on a Human Service core curriculum would likely have to be done before such a Human Service research unit could jell. It is highly unlikely that this could occur in time to ensure the viability of PJR. In addition, there is no apparent commitment from the University to create a Faculty of Human Services at this time.

(3) PJR Working Group

The groundwork was laid for an inter-faculty and community-based Research Working Group (see attached Appendix D). No attempt was made to further organize this group of people and involve them in direct research projects following the budget cuts; because, until PJR has a much more secure base, this would be a poor use of stretched resources and unfair to raise expectations or encourage others to alter their priorities.

The University of Regina has the expertise and capacity to develop some impressive interdisciplinary working groups. Socio-legal studies and research is one area that could be expanded, based on the ten years of groundwork done by the School. But, to do this University-wide priorities and decisions have to be made to reinforce the area. Otherwise, there would be no support and no point in attempting to expand in this area.

If growing enrollment pressures and continued underfunding continue to increase the teaching load and push this campus towards becoming a "feeder college" for Saskatoon-based University of Saskatchewan graduate and professional programs, then individual faculty will simply be unable to handle research activities. If research is desired, then workloads, and formal and informal setups will have to be altered to encourage faculty research. PJR, under its present or a new name, could be one basis for doing so.

5.3.5 Rebuilding PJR

If PJR is to be preserved or reformulated, and expect to receive continued federal funding, it must be able to meet certain obligations. The Centres will still be expected to "attract and retain experienced and expert researchers." Without this, there is no capacity to meet the other objectives (dissemination, scanning, advice). The federal Review also recommends that the requirement remain that the Centres "receive matched funding at least equivalent to the Secretariat's Contributions..." Without the core of "experienced and expert researchers" a Research Centre such as PJR would obviously not be able to do this.

The cuts to the School, the resulting transfer and leaving of one full-time faculty, the failure to replace another who transferred prior to the cuts, and the retirement of yet another faculty has decimated our research capacity from 1987-1989. Since the cuts, the School's support resources have not been available to maintain the research programme, and the remaining faculty have had to spend more and more time on student affairs. Half of the School's space was taken away, which left no room for research projects. Simply put, research activities were nearly impossible.

This occurred in large part due to lack of adequate overall planning within the University. On one hand the Board was taking away the resources on which PJR depended; on the other hand the University administration approved a new Contributions Agreement with the federal government which required a viable and resourced research team. It's time the consequences of such contradictory management were squarely faced; it cannot be both ways.

Without some basic assurances that faculty and staff research resources were going to become available again, it was very difficult to fulfill the obligations of the past 2-year agreement, which ended March 31, 1989. It will even be more difficult to meet the obligations for the 1989-1990 period. And without these assurances, there is no point entering into the new round of formal negotiations. It should be clear that if we drop out of these negotiations that "our" share of federal funding will likely go to other Centres, perhaps to Manitoba or Alberta or even Saskatoon. At present we remain the only Criminology or Justice Research Centre in this province.

Through the work of the School and PJR, the University of Regina has a national, even international, reputation for its accumulation of research and resources especially in the area of indigenous people and criminal justice. Together, they helped build the basic knowledge and resources which helped develop the Native Human Justice Program offered in collaboration with the Gabriel Dumont Institute of Applied Studies and Research. There is a natural link with the Saskatchewan Indian Federated College (SIFC), with its growing interest in Justice Studies. PJR and the Native Law Centre in Saskatoon remain two of the best national resources on socio-legal matters involving indigenous people and criminal and social justice.

And PJR has developed other research strengths - around youth and the law, including public legal education; social policy; corrections and alternatives; public inquiries and public policy; and many other areas. The years of work to develop such capacities, including databases, was seriously jeopardized by the cuts. The loss of a distinctive research unit such as this, with links to "Native Studies," would be an institutional, provincial and national loss.

Recommendations No. 5.3

62. A new course or courses should be developed on security and terrorism issues (from the perspective of all of the orientations). Besides expanding the curriculum into these focussed studies, which can link to many other courses, this would ensure more internal expertise is developed and available for PJR-related research.

63. PJR should request University base budget support for a half-time research secretary, and the additional space required to house research projects as a minimum requirement to continue its operation. This is consistent with Recommendations 6.4, 6.8, 6.11, and 6.12 of the Academic

Review Task Force.

64. Before PJR engages in further negotiations for federal funding it should have the necessary core faculty to act as researchers. This was never possible with less than five full-time faculty.

65. If direct research resources equal to those that existed before the cuts in the School are not internally available, the PJR Working Group should be explored as the preferred alternative strategy. This could not be seriously considered or attempted without University guarantees of minimal resources, and assurances that the University in fact supports such interdisciplinary collaboration.

66. If a viable research unit is possible, it should be decentralized and explore a developmental grant to strengthen focussed research in Alternatives to Corrections at the Prince Albert CEC. This would directly fit with the new Solicitor General Contributions Programme.

67. If minimal financial, staff and faculty resources or assurances of such resources do not exist to allow participating in the new round of negotiations for federal funds, PJR should seriously look at the option of disbandment.

5.4 Implications for Calendar

This reformulation of curriculum has several implications for the University Calendar. Aside from class deletions, changes and additions, further discussed later, there are implications for the general description of the programme.

Since 1980, on average, sessionals have delivered nearly 2/3rds of the regular classes in the programme. This does not include practicums or directed readings, all of which are handled by full-time faculty. If all classes were taught by full-time faculty, the number of faculty would have to be at least doubled. The present reliance on sessional instructors, therefore, has to remain; otherwise, it would be impossible for the School to continue. There must be a budget allocation guarantee for sessional instructors.

The existing emphasis on providing "leadership for research in the field" probably requires a more detailed description of Prairie Justice Research in the Calendar (SARU is mentioned with Social Work). However, to do this there must also be some guarantees from the University about resourcing this research unit. (The existing emphasis on decentralization is also crucial to the delivery of the academic programme, and a budgetary commitment to the Community Education Centres must be there). The Calendar suggests a clear commitment to deliver classes "where an interest in the program is indicated." Recent years indicate, however, an inability to deliver on this promise. Also, without rebuilding lost faculty resources, it is simply not possible to deliver adequately on the provision of "a faculty advisor who is available" to offer assistance to the growing student body. Since the cuts to support staff and faculty, the School has been unable to "issue a newsletter" prior to each semester, as stated in the Calendar. Something along these lines is necessary to maintain communication among the School's dispersed, part-time student body.

Furthermore, the Calendar states that "the Band groupings form the basis for the development of the curriculum." If the bands are to be replaced by another conception, the alternative will have to be clearly articulated in the Calendar. Simply requiring "at least two classes in each classified Band does not encourage integration. The Calendar also states "a specific sequencing of subjects is not necessary." Even if the curriculum remains committed to "independent, self-directed learning" and the "personal educational goals of students," as it should, a change to the proposed orientations and/or clusters would require greater direction about the different ways courses interrelate. The reformulated curriculum requires more in-depth student counselling, which would be much more fulfilling and worthwhile for students and faculty.

5.5 Class Changes in Calendar

The practicum, directed readings and selected topics (HJ448-49, 390- 99, 380-89) should remain in the Calendar in some form. The need for HJ301-49 (Mini Classes) should be carefully examined. Of the remaining 20 classes, 6 would be dropped if the recommendations in this report are followed. The other 14 would remain, but in a revised form. If HJ200 (Corrections) were separated from HJ300 (Criminal Justice), this would leave 15 classes (see Table XIII).

Of those 6 discontinued, 3 were from band I, 2 band II and 1 was considered band III. Of those recommended to be kept, 9 were considered band I, only 4 were band II and 1 was band III. This disproportion in the bands of those classes recommended discontinued and continued are further indication that the bands do not work as a conceptional rationale for the curriculum. **The fact that a higher proportion of band I classes would remain is not in any way an argument for less emphasis on integration or application. Rather, it suggests that most of the substance, theory and skill development occurred in band I classes.**

Since several classes recommended for inclusion in the Calendar are presently Selected Topics courses, they will have to be formally added to the Human Justice curriculum. If the above recommendations are followed, 9 out of 12 of the Selected Topic classes would be added to the curriculum. This would bring the total to 24 classes. Also 3 of the 6 classes presently listed as mini-classes are recommended for inclusion in the curriculum. Two others are possible Selected Topics courses, and it is suggested the other be considered as a Human Service class. This would bring the total to 27 courses.

Of the 9 Selected Topics courses suggested as permanent courses, 6 were band I, 3 were band II and 1 was band III. The three recommended to be discontinued included 1 from each band. Again, this suggests that classes listed as band I were actually covering a much broader scope than was realized.

Of the 3 mini-classes suggested as permanent courses, 2 were band II and 1 was band III. The 2 suggested as Selected Topics courses were band III and the other band I or II. This lack of band I classes among those recommended for the curriculum seems to reflect different criteria of classification than for earlier classes. HJ305 (Food), for example, is not different in conception than HJ384 (Peace), but was somehow considered band II rather than band I.

Then there are several completely new classes recommended to round out problem areas in the curriculum. These included classes dealing with 1) justice and aging; 2) bioethics; 3) environmental law; 4) international law; 5) immigration; 6) terrorism and security; 7) technology; and 8) advocacy.

TABLE XIII
Recommendations Regarding Discontinuing or Continuing Human Justice Courses

NOW IN CALENDAR		NOT IN CALENDAR		
Discontinue	**Continue**	**Discontinue**		**Continue**
			Selected	*Topics*
HJ412 - Youth	HJ200 - Corrections	HJ380 - Women		HJ381 - Alternatives
HJ435 - Economics	HJ300 - Criminal Justice	HJ381a - Explorations		HJ382 - Gender
HJ436 - Personality	HJ350 - Violence	HJ385 - Helping		HJ383 - Drugs
HJ465 - Service	HJ351 - Criminology			HJ384 - Peace
HJ466 - Organization	HJ401 - Police			HJ385a - Work
HJ468 - Canada	HJ410 - Mental Health			HJ386 - Divorce
	HJ411 - Citizen			HJ387 - Conflict
	HJ414 - Planning			HJ388 - Indigenous
	HJ421 - Criminal Law			HJ389 - Juvenile
	HJ422 - Legal system			
	HJ423 - Family Law		*Mini*	*Courses*
	HJ424 - Human Rights	HJ401 - Welfare		HJ302 - Information
	HJ430 - Multidisciplinary	HJ303 - Child		HJ304 - Introduction
	HJ437 - Service Skills	HJ305 - Professions		HJ305 - Food
	HJ455 - Social Control			
			Additional	*Courses*
				Aging
				Bioethics
				Environment
				International
				Immigration
				Security/Terrorism
				Technology
				Advocacy

Some courses have the same course numbers (381, 385) because there were insufficient numbers listed to account for all new selected topics and mini courses.

For example, the proposed bioethics course could be a multidisciplinary study of issues of ethics and justice involving the growing impact of medical and biological technology upon society. It would be broader than medical ethics and involve the study of changing philosophies of ethics and science, law reform, and debates about professional ethics and practice in the human services. It could examine contemporary issues of aids, euthanasia, abortion and bio-engineering.

The new classes would bring the total courses to 35. This is likely a reasonable number considering the curriculum has not been fundamentally reviewed or the Calendar altered since the early 1980s (currently there are 40 listed or offered). It is noteworthy that student demand for the broad range of classes on justice continues to grow.

While it is premature to create closure on how the reformulated curriculum would be described in the Calendar, it is worth proposing a model based on the overall review. See Table XIV for the proposal of how recommended courses could be grouped and renumbered. Such a model is based on **problem**-oriented courses (issues, systems and sectors) which attempt to relate to all orientations, more **analytical** courses which work from these problems, and courses considered particularly helpful for working in particular **fields**. Now that we have some follow-up information on where Human Justice graduates are working we can at least do preliminary work on the necessary fields of study.

Though this grouping of courses could be forced back into the bands, there would inevitably be an overproportion of problem-oriented courses. And balancing the 3 bands is not as critical as building on and integrating problem-oriented courses in analysis and preparation for fields. Balance is wanted across all orientations so that students do in fact get the broad justice education. Clusters could provide for focussed study.

This model rejects sequencing as a method. There are pedagogic, accessibility and intellectual reasons for this rejection. Though the alternative to sequencing (clusters) still requires more clarity, this will help create more coherence for both instructors and students, and could further enhance the programme. It would be difficult to work the notion of "core" classes into the problem-oriented approach, but there must be some way to ensure that some analysis classes and individualized clusters of classes are taken. The clusters have the chance to expand with a Human Services Faculty. The concept of "core" classes would become more attractive in such a Faculty.

Recommendations No. 5.5

68. The existing system of credit requirements for the Certificate and Degree should be reviewed, especially in view of the Academic Review (see Recommendation No. 86).

69. Practicum, Selected Topics and mini-classes should be maintained in the Calendar.

TABLE XIV
Proposal on Levels and Kinds of Human Justice Courses

200 LEVEL	300 LEVEL	400 LEVEL
Introduction Explorations Corrections (Training)	***Systems*** Legal LSystems Human Rights[1] Criminal Justice Mental Health Criminal Law[2] Citizenship Police Planning Corrections	***Analysis*** Criminological Theory Multidisciplinary Socio-Legal Research[4] Bioethics (N) Alternatives
	Sectors Juvenile Gender Indigenous Workplace Aging (N)	***Intervention and Fields*** Practicum Service Skills Advocacy (N) Conflict Resolution Family Law Immigration (N)[5] Environment (N)[6] International (N)
	Issues Social Control Violence Divorce Peace Drugs Food Security/Terrorism (N)[3] Technology (N)	

N = New Classes

1. If 200 Level courses are to ensure an introduction and orientation, an argument could be made for including human rights. However, once you start including more in this level, you could end up adding legal system and others. I think we should keep the vast majority of our courses at the 300 and 400 levels.
2. Criminal Law might seem to better fit with Intervention and Fields, at the 400 level. The purpose of this course in Human Justice, however, is not to prepare lawyers but to expose people in a variety of justice professions to the workings of Criminal Law. Perhaps the course need a name change.
3. I debated whether this should be a 300 or 400 level course. It could be under Analysis as much as the course on bioethics. I decided to include it as an issue-oriented course because that is likely how it will be approached.
4. An argument could be made to have this at the 200 level, as another Introduction and orientation to Human Justice. I decided against this because it is not realistic to teach it at the 200 level.
5. Immigration could be presented as an issue, at the 300 level, focussing on refugees. This remains an option is we don't feel we can handle the mix of Immigration Law and Policy.
6. Environment could also be given as a 300 level Issue. I think it would be a mistake, however, to leave the impression that we are focussing on Family Law and Policy (as an integration field of study and practice) any more than these other ascending areas (like those addressing environment, international and immigration).

70. Twenty-seven existing Calendar or Selected Topics or mini-classes and 6 additional classes should be prepared for the Calendar. The preparation could be staged so that courses which have to be developed from scratch come last. Completely new classes could initially be offered as Selected Topics when ready to deliver. Library and bookstore resources must be enhanced for all these classes.

71. The class descriptions should be revised so that they can more easily be related to the orientations (criminal and social justice, human service and socio-legal).

72. "Clusters" of classes which form a focus (and directly prepare a student for a field) should be more clearly developed. The linking of HJ383 (Drugs), 389 (Juvenile), 410 (Mental Health), 411 (Citizen) and 421 (Criminal Law) to prepare to work with young offenders is an example. (This area is particularly vital since there is a crisis in part due to lack of education for the 300 youth workers in the eight main agencies in the province). *Another would be HJ414 (Planing), HJ384 (Peace and Development), along with the proposed new courses on environment and technology. HJ410 (Mental Health), HJ455 (Social Control), HJ437 (Service Skills) and the proposed new class on advocacy could also be a cluster.*

73. Courses should probably be renumbered so that the *courses focussing on systems, sectors and issues* are in the 300 level and the more analytical and field-preparation ones are in the 400 level. This symbolism would provide and more coherence in the Calendar and help *direct students in preparing their course of study.*

74. Where background from one or more classes is deemed vital for another class, it (or one of them) should be recommended before the other is taken (HJ300 before HJ381).

75. HJ304 (Introduction) should be renamed "Explorations" and renumbered at the 200 level and recommended for students wishing to enter the programme without the human justice and service background. *This course could alternate between being a night and day course (see Recommendations 37 and 56).*

76. A course with a socio-legal and multidisciplinary orientation to bioethics should be created. Alternatively, such a course could be cross-credited from another programme along the lines discussed earlier.

5.6 Relationships to Human Services

Before actually finalizing a structure for these recommended courses it is advisable to consider whether any of them would be better as Human Service than Human Justice courses. Depending on assumptions about the nature of a Human Service curriculum, what it would include, and how Human Justice (and Social Work) would relate to the larger Faculty, one comes to quite different answers.

As stated before, HJ306 (Professions) could easily become a generic Human Services course. If one believes Human Service education, including Social Work, should include human rights as a "core," then one could see this course (HJ424) being redesigned for such a purpose. If one rejects the dichotomy of "social care" and "social control," as related to social work and criminology respectively, then the course on Social Control (HJ455) could also be a Human Service "core" course. Furthermore, I would argue that the kind of material addressed in HJ388 (Indigenous) with a justice orientation ought to be "core" to all Human Service workers - including social workers. This is particularly crucial on the prairies where so many clients of social workers are Aboriginal people.

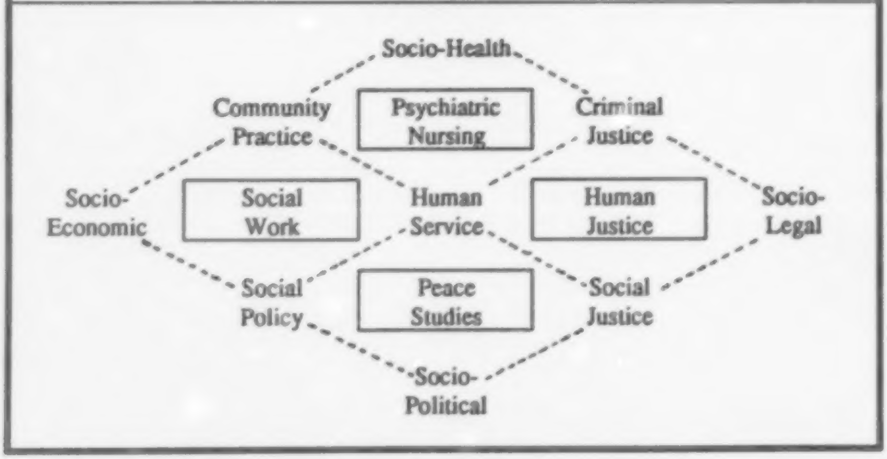
HJ385a (Work) could easily be linked to a Human Service course which addresses income policy, unemployment and other work-related issues often addressed as social work policy issues. Or, perhaps the Social Work course on this could be cross-credited. Some exposure to problems of conflict, violence and peace - perhaps addressed from the international to interpersonal - should exist in Human Service education, and this could have implications for HJ350 (Violence), HJ384 (Peace) and HJ387 (Conflict).

If it was deemed essential that Human Service education expose students to some socio-legal knowledge - in addition to socio-health and socio-economic areas - then further courses, including HJ423 (Family Law) and HJ422 (Legal Systems) could be re-considered as Human Service "core" courses.

There is little point speculating on what kind of Human Service education might evolve at this University - especially prior to the response to the Academic Review Task Force Report - so, for now, I will not suggest deletion of any of these classes from the recommended list (see Section 5.9). Were a Human Service curriculum (including Human Justice) to ever be created, it would not be that difficult to cross-reference some Human Justice classes at a later date.

Before leaving this matter, it might be helpful to consider how a Human Service education would relate to Human Justice. Building upon earlier notions, Diagram 4 can help show the way other relevant orientations could relate to justice studies in a variety of Human Service programmes.

DIAGRAM 4



This conception shows Human Services as the meeting place of not only Human Justice and Social Work but also (as other examples) of Psychiatric Nursing and Peace Studies. Substantive subject matters (socio-legal, socio- economic, socio-health and socio-political) are positioned where they are likely to have a primary influence.

But, through the Human Service context (and web) relevant aspects of all 4 orientations would find their way into the other programmes. HJ410 (Mental Health) already crosses problems common to Human Justice and Psychiatric Nursing, for example.

The model also pinpoints the 4 orientations to problems (criminal justice, social justice, social policy, community practice), and suggests a helpful distinction between these and the orientations to subject matter (socio-legal, socio-health, socio-economic, socio-political. These, too, can bear on all 4 programmes in various ways. "Social policy" and "community practice" can provide a primary focus for Social Work. And "social policy" and "social justice" can do this for Peace Studies as "community practice" and "criminal justice" can for Psychiatric Nursing. But relevant aspects of these orientations to problems, and to subject matters, would find their way into all programmes through the Human Services context. Both common "core" courses, and clusters that spanned the programmes to enhance focussed study, would facilitate this Human Service synthesis.

Recommendations No. 5.6

77. If a Human Service Faculty is considered, several Human Justice courses should be redesigned as Human Service "core" courses.
78. *The distinction between orientations to problem-areas and to subject-matters be made to assist curriculum development.*

5.7 Cross-Crediting Other Courses

Another question which needs to be addressed is the cross-crediting of courses from other programmes and departments. **This encouraging of interdisciplinary exposure should remain and, if anything, be expanded in the programme.** A complete review of courses in humanities, social and natural science, theology and Indian studies, as well as other professional education programmes (Education, Physical Activities, Journalism) should be undertaken with the aim of enhancing the generic nature of justice studies, as well as human service education. The value of cross-crediting all Human Justice and Social Work courses should be reviewed, especially since this tends to reduce the credibility and coherence of the proposed orientations and clusters of courses. This would have to be changed if moves to a Human Service "core" were made. It may be that **a much more careful cross-crediting of Social Work classes would strengthen both programmes.** It is not possible to consider this in any depth until Social Work undertakes a curriculum review.

See appendix E for a list of courses which could be cross-credited or recommended for the general studies component of the Degree.

Recommendations No. 5.7

79. The cross-crediting of other courses should be expanded and updated and the cross-credited classes should be included in orientations and clusters when possible. There is no point discussing specific classes without undertaking this review, but new courses dealing with such topics as Liberation Theology in religious studies and *Administrative Law in administration*, should be added to broaden the exposure to problems and theories of justice.

80. As a means to begin discussions with Social Work regarding cross-crediting, Human Justice should designate any specific Social Work classes which clearly fit in the orientations and/or clusters.

5.8 Reflections on Early History

Some memos from the period 1976-1980, before the School proper was created, provide direct insight into thinking about the curriculum at that time. I did not see these until I had almost completed the curriculum review, so reading them allowed me to double check my impressions and recommendations.

A 1976 memo lists the first classes offered in Fall 1976 (October 14, Schriml). These were HJ300 (Criminal Justice) and HJ465 (Delivery). This memo indicated that other courses from the University of Saskatchewan (Sociology of Crime and Delinquency, and Penology) and from Regina (Culture Contact) were cross-credited from the start of the programme.

Another 1976 memo (October 25, Schriml to Driedger) indicated that at the beginning of the programme broad themes and issues (involving theories of human justice, international comparisons, urban settings, women, and prevention) were considered. It is instructive to see whether and how some of the first courses proposed conform with existing courses.

A proposed course on "Coping With Control" is clearly reflected in HJ437 (Service Skills); one on "Criminal Justice and the Citizen" is reflected in HJ411 (Citizen); one on "Confinement as a form of Social Control" is reflected in HJ455 (Social Control); and one on "Creative Change in Criminal Justice" is reflected in the new course HJ381 (Alternatives).

The only one not reflected in existing curriculum is "Human Justice in a Rural Setting." **Consideration should still be given to the value of treating "rural issues in justice" as a sector (like youth, women, native, etc.) deserving a focussed class.** This is necessary, in part, because of the pertinence of "rural issues" to our many dispersed students, and because both systems and issues do differ in rural and urban areas. **It is likely there still remains an urban bias in the curriculum which should be corrected.**

A listing of the courses delivered by location from 1976 to 1977 indicates that several courses using the mini-class numbers were offered (HJ301- Corrections; HJ302-Terrorism; HJ303-Prisons). All of these were superseded by or incorporated into full courses (HJ200 Corrections, HJ350 Violence), except the focus on issues of "terrorism" and upon "prisons" *per se* may have lessened. Consideration should be given to returning to focussed classes in these areas (see Section 5.3). Were HJ200 (Corrections) developed for all students, not just Corrections Workers, this would meet the later need. A course on prisons or corrections would be able to stress all orientations, not just criminal justice.

A 1978 memo (January 5, Schriml to Driedger) indicated that consideration was given to delivering courses, primarily on corrections, in northern Saskatchewan.

Proposed instructors for the earliest courses (1977F to 1978W) were listed in an undated attachments (C. Peyson, G. Russon, G. Reed, M. Lautt, R. Schriml, J. Coflin, A. Hudic, O. Driedger, M. Alexander, P. Havemann). It is noteworthy that **there has been a complete turnover of sessional instructors since then,** and that R. Schriml is the ***only*** remaining instructor of the original group. (O. Driedger is still in Social Work).

Since Human Justice is a unique Canadian programme, it is essential that future faculty and other programmes understand the School's history. It is therefore crucial to share details on the programme's early development. This is all the more important since one of the earliest full-time faculty (P. Havemann) has moved to Australia, and another one of the earliest full-time faculty (K. Couse) retired in 1989. **It is timely to consider documenting the oral history on this programme.**

The first Director's (O. Driedger) Report (May 1977) provides some reflections on the early curriculum. It is clear from this report that there was an interprofessional demand for the programme from the start, and that it was to provide "historical, philosophical and operational perspectives" on justice. The greatest difficulty existed in locating persons with an academic background in "enforcement or police science." From the start, there was also an interest in research. With the recruitment of P. Havemann it was hoped courses "of interest to the judiciary" would be developed.

Extensive discussions were held with Criminology programmes across Canada, who agreed to accept Bachelor of Human Justice graduates into their graduate programmes. On the basis of a survey of U.S. programmes, the uniqueness of Human Justice was noted: "Not too many programmes have broadened into a view of justice, violence and civil liberties which are inter-related with the criminal justice system."

This first Director's report indicated that additional instructors were involved with the early programme (T. Lund, S. Skinner, J. MacDonald, D. Pope, B. Anderson). Three of these people (Lund, Pope and Anderson) are still on campus and potential instructors.

The report also describes the relevant background of the first 100 students who took Human Justice courses. These included, from highest to lowest: social workers (22), corrections (12), police (9), arts students (8), RCMP (7), court workers (5), native programmes and general interest (4 each), legal aid, private investigators, social service, and education electives (3 each), and clergy, psychiatric nurses, ex-inmates and science electives (2 each). Clearly a wide range of people, primarily from justice areas, were interested in the programme. It also shows that, at the start, the majority (63 of 100) were Human Justice students. From this it seems Human Justice has increasingly, not decreasingly, provided courses for Social Work. **This does not**

seem to be compatible with the original objectives and therefore deserves attention.

Notes from meetings held with SFU Crimonologist E. Fattah, June 11, 1979 were also quite revealing. These show that overincarceration of native peoples was a central concern a decade ago. Though much research was done in this area over the years, the reality remains unchanged. The strategy of change should likely be reconsidered. Discussions were also held at the time about a Faculty of Health and Social Science. This suggests that underlying links between Human Justice and Human Service (which would include Psychiatric Nursing) were identified with the conception of the Human Justice programme.

These notes indicate that a "pre-law stream" was also considered. This is quite compatible with the socio-legal orientation proposed above and the Academic Review Task Force Report recommendations to move the College of Law to Regina (see next Section).

The notes indicate that recommending some courses before others was preferred over having prerequisites. Again this is consistent with recommendations made in this report.

The notes also indicate "it is difficult to understand the location of courses within certain bands....There is a need to be more precise in describing the classes and the categories or bands." This review concluded that orientations are a more precise and appropriate category than bands. The notes also discussed more uniform uses of terms in the titles of courses. This review reiterates the need "to be more precise and descriptive in all course titles."

Finally the notes stressed...the need to make some decisions, find some criteria, etc., to decide which areas, or content should be emphasized in curriculum and in classes." The criteria of "student and community interest" were suggested.

Minutes from April 21, 1980 indicate that there was to be "a decision on 'primary' and 'secondary' human justice classes...as well as the rotation of classes..." This suggests that balancing the bands was not considered sufficient in terms of curriculum planning, and that some notion of core was considered.

These Minutes also suggested the philosophy course "Bio-medical Ethics" (Philosophy 288) be cross-credited. This would be consistent with the recommendation in the review to create a course on bioethics.

An undated document (Post-Experience Studies in Human Justice) indicated an interest in a strong adjunct faculty. This view will be reiterated in the next section. It also included a diagram suggesting a "developmental cycle" which would see concrete curriculum development during 1983-1985 and "self-study of process and impact of innovation" during 1983-1986. This is very close to the actual dates of Human Justice curriculum reviews, though this review has been held up due to the cuts to the programme in 1987.

Finally an undated document on "Human Justice/Social Work Interrelationship" had some noteworthy proposals. There was reference to the authority of the Associate Dean to appoint "all student assistants." Certainly the School could have used students for the last decade, but there has never been a budget allocation to do so. There is also the proposal to share administrative duties "as extensively as possible" across Social Work and Human Justice. Given that (unlike Social Work), Human Justice never had any administrative positions, this sharing certainly would have helped over the years. But administrative support for the Faculty of Social Work has been utilized almost exclusively to support Social Work programmes. It is slightly ironic that minimal assistance from Faculty administrators for the School (which has been part of the Faculty for years) only came after forced amalgamation resulting after cuts to Human Justice's support staff. Even with the limited help Human Justice has far less support staff than it did before the budget cuts.

There is an interesting list of 21 courses proposed from January 1977 to November 1979 (see Table XV). This list shows a broad conception of justice studies in the early years. Rather than treating these titles as possible courses, I looked at them as topics, and then checked to see if existing courses covered them. It is the most comprehensive comparison available of early thoughts of curriculum with the curriculum as designed and delivered.

TABLE XV

List of Course Titles Proposed
Since January 1977 to November 1979

1. The theories of justice
2. Justice in the marketplace
3. Distribution and use of natural benefits
4. Justice and politics
5. Criminal justice in the third world and developing nations
6. Criminal justice in the rural context
7. Causing change in the criminal justice system
8. Prevention of crime and deviance
9. Justice and minorities
10. Confinement
11. Labour relations in criminal justice services

The remainder are a series of mini-courses that have been suggested

12. Unions and criminal justice agencies
13. Human services and mass media
14. Community action or community apathy
15. Safety on the streets
16. Criminal justice services and community relations
17. Volunteers in the human services
18. Counselling in a criminal justice setting
19. Personnel administration in criminal justice agencies
20. Caseload management
21. Administration of public accountability

One noteable thing about this list is that it contains a wide array of criminal justice issues. The following courses can be included in this orientation (5, 6, 7, 11, 12, 16, 18, 19). The pressure to cover these topics now rests on very few courses (primarily HJ300 and 411). It is noteable that the curriculum still has no focus on justice issues in rural areas, as proposed in 1977 (see no. 6). Several other courses (8, 10, 15, 17) deal with socio- legal issues directly related to criminal justice systems. One course (HJ411) would also have to pick up the bulk of these socio-legal topics. Another set of these proposed courses (2, 3, 4, 9) would easily fit within the stream on social justice. Again, a few courses (HJ430 in particular, but also HJ422 and HJ388) are the ones most likely to address these social justice topics.

Another observation is that nearly 1/4 of these proposed courses address issues of the workplace and working conditions (11, 12, 17, 19, 20). This suggests that there was a recognition that general issues related to work are even more pressing and often more complex in the criminal justice system. The fact that all these topics would have to be addressed primarily in one course (HJ385) suggests the need for careful rethinking of how best to deal with issues of work in the criminal justice system.

TABLE XVI

Comparison of Courses Proposed in 1977 to Ones Existing in 1988

PROPOSED (1977-79)	EXISTING (1976-88)		TOTALLY MISSING
Full Courses	**Actual**	**Potential**	
1. theories	HJ430		
2. marketplace		HJ435, HJ414	market
3. benefits		HJ430	
4. politics		HJ422	
5. third world		HJ384	
6. rural			rural
7. change	HJ381		
8. prevention		HJ411	
9. minorities		HJ388	
10. confinement	HJ455, HJ437		
11. labour		HJ385	
Mini Courses			
12. unions		HJ385	
13. Media			media
14. community		HJ411	
15. street safety		HJ411	
16. services		HJ411, HJ300	
17. volunteers		HJ411, HJ385	
18. counselling	HJ437		
19. personnel/admin.		HJ300, HJ385	
20. caseload		HJ437, HJ385	
21. accountability		HJ300	

Finally, issues of economic justice and the critical examination of planning and market ideologies and practices; and of the role of the mass media in shaping beliefs about human services (and criminal and social justice) are noticeably missing in the existing curriculum. Clearly, problems arising from such issues and systems, and the way different sectors (native, women, youth) are affected, should be addressed in justice studies. The possibility of cross-crediting more economic, political science and journalism courses to meet this need should be explored, but it may be that a course on "Economic Justice" will ultimately be required.

Recommendations No. 5.8

81. Before new course descriptions are submitted to University bodies for approval, relevant rural problems (issues, sectors, systems, interventions) should be incorporated. Consideration should be given to offering a selected topics class on "northern" and/or "rural" issues of justice to northern and/or rural areas to ensure that local and regional content is addressed.

82. A revised HJ200 (Correction) course should incorporate a historical analysis of the prison system to ensure this is covered in the curriculum. This is too central to this curriculum, allowing the integration of all four orientations, to be left to HJ300 (Criminal Justice) or HJ455 (Social Control).

83. As soon as possible a willing practicum student should undertake oral histories on the development of Human Justice. This should include the early instructors listed in this report, and long-time full-time faculty - especially those who have left or are leaving (P. Havemann, K. Couse) - as soon as possible. O. Driedger and R. Schriml are obvious resources. University archives should be involved in this project if at all possible.

84. If PJR receives adequate resources to continue, it should seek funds to convene a workshop to reflect on the impact of the last ten years of policy-relevant research on the overincarceration of Indigenous people in Saskatchewan, and to devise new strategies. This could be linked to the various public inquiries raising questions about Native people and the criminal justice system, as well as to PJR's past focussed research for the Solicitor General. This workshop would have direct implications for HJ381 (Alternatives) and HJ388 (Indigenous).

85. The reformulation of curriculum should strive for the kind of precision in course titles called for in 1979.

86. The creation of an adjunct faculty in Human Justice should be explored with the Faculty and University. This would create a more stable core than sessionals (adjunct faculty would be listed in calendar, and involved regularly in research and perhaps practica) (see Recommendation No. 93).

87. Human Justice should explore having senior or advanced Human Justice students act as teaching assistants and having such experience be one alternative way to get human service experience (teaching is a human service) (see Recommendation No. 92).

88. There should be an equitable distribution of all support resources among programmes in the Faculty (Human Justice, Social Work), and within any future Faculty of Human Services.

89. HJ411 (Citizen) and HJ300 (Criminal Justice) should be reviewed to see if it is practical for them to handle all the problems that result from a socio-legal analysis of criminal justice policies and programmes. If necessary an additional higher level course on criminal justice policy should be considered.

90. HJ385 (Work) should cover the special problems of the workplace and working conditions that exist in the criminal justice system.

91. A new course on problems of "Economic Justice" should be considered for the curriculum. In the interim these problems should always be included in HJ430 (Multidisciplinary) and HJ304 (Explorations).

92. Discussions should be held with the School of Journalism about their ability to teach a class which would examine how the media handles problems of criminal and social justice, including the way human service policy issues are addressed. Such a course (which would include some relevant communications research and theory) should exist, if it presently does not somewhere in a univeristy in the electronic age.

5.9 Implications of Academic Review Task Force

Because the University as a whole is going through a period of re- evaluation, it is important that the reformulation of the Human Justice curriculum try to converge with this process. I will deal with this convergence of issues facing Human Justice and the University as a whole by looking, in some depth, at the report of the Academic Review Task Force.[13]

This extensive report and the work that went into the Academic review was a great service for the University community and the region it serves. This committee seriously and thoughtfully tackled the complex mix of major issues, some controversies and some ambiguities, facing and debilitating this University for some years. Elsewhere, I will deal wtih the Report's main focus, its general strengths and some of the areas where there remains a need for further conceptual and institutional clarification. Here, I will deal with the implications of the general orientation and specific recommendations for the future and nature of the School of Human Justice.

The Academic Review report is organized around a discussion of the University's mission, academic planning, undergraduate and graduate programmes, research, access, extension, faculty, the campus, and the role of the University. In all cases, the issues raised and the orientation and recommendations made have a direct bearing on Human Justice. This is, in part, because the nature and priorities of the School of Human Justice raise several of the controveries and ambiguities about the University the Academic Review Task Force considered.

5.9.1 Re-affirmation of the School

The School was at the apex of many of the issues with which the Task Force had to deal. The Task Force, created in late 1986, reported in October 1988. However, due to pressure created by the provincial government's Brief to the University in April 1987, the Board of Goernors (BOG) made decisions with implications for academic programmes, even though the process they had established to review academic programmes was barely underway. In view of the final report of the Task Force, the April 1987 decisions by the BOG to cut the School's budget and close the Community Education Centres (CECs) struck at programmes that not only helped fulfill the acknowledged academic and service roles of the University, but strengthened its public image as a regional University.

The report itself raised the problems resulting from this pre-emptive action by the BOG. It refers to the Spring 1987 period as a "disquieting time." After the government Brief, Board action, and University Council reaction "the Task Force felt in danger of being overtaken by events beyond its control" (p.4). Thankfully the Task Force persisted with its more reasonable and fair approach of not formulating "firm positions...until all interested parties had had an opportunity to make their views known to the Task Force."

Though "some academic decisions were held in abeyance pending release of the Task Force's final report," the School and CECs entered the academic review period already having had their budgets severely cut and facing edicts to amalgamate programmes. This, in spite of the terms of reference of the Task Force clearly stating that 1 study (Study 3) was to determine whether economics in the delivery of the academic programmes might be realized with due regard to the integrity of programmes and degrees (p.3).

The Task Force directly discussed these cuts. Referring to the decentralized and community-based programmes of the Faculty of Social Work and School of Human Justice, it wrote:

> **The decision, announced in the Spring of 1987, to close the Community Education Centres in both Saskatoon and Prince Albert, together with announced financial allocations that would have significantly reduced the budgets of these two units, combined to place in considerable jeopardy the continued viability of this method of instruction (p.60).**

These budget cuts and financial allocations did significantly reduce the budgets, especially of the School. And, the Task Force is quite clear in its recommendations. It stated..."**They are programmes that ought to be supported and encouraged,**" and it specifically endorsed "community-based education" and recommended that the two CECs "be retained" (p.61).

It did not do this on the basis of an ad hoc approach but based on its investigation of the major issues facing the University. The overview to the Report, which discusses "the basic philosophy behind the report," mentions Human Justice and Social Work as 2 of the 4 programmes "unique to the University of Regina in the province" (p.1). The others are Journalism and Film and Video. It also acknowledged the School and Faculty by mentioning "that the University has undertaken trail-blazing initiatives in using community education centres..." (p.2).

When discussing and ultimately reaffirming the "high priority" of extension activities University's mission, the Task Force also acknowledged the central role played by the Faculty of Social Work and School of Human Justice in extension programmes:

> **...the Faculty of Social Work and the School of Human Justice, partly because of the large off-campus student population registered in their programmes, have worked towards the development of a decentralized teaching programme (p.54).**

Though the Faculty and School comprise only 5% of the University's degree programme student body, they have 39% of off-campus students. Two- thirds of the Faculty of Social Work and School of Human Justice students are located off-campus.

In its conclusion to the section on Extension, referring to "extension and decentralized programming at the University" the report states "these activities merit continued support" (p.63). The School of Human Justice and Faculty of Social Work are both specifically mentioned among these programmes.

Furthermore, when discussing the positive public image it discovered about the University the Task Force stated:

> **...The University's commitment to taking university studies to students in various parts of Saskatchewan through a variety of means is particularly noteworthy in this connection (p.76).**

5.9.2 University Mission and the School

These statements in support of the School were not compiled out of context or for self-interest. There is, in fact, a theme to the recommendations which underlies these more specific references to the School. This theme emerged as the Task Force grappled with the fundamental mission of the University.

Questions about mission were the "dominant theme" emerging from submissions to the Task Force. A mission statement is needed to guide academic planning, including "the assessment of existing programmes." The Task Force noted that in a general sense a mission statement involves "scientific and social criticism" (p.6). With a focus on criminal and social justice, including human service issues and problems, Human Justice education certainly would fit with this general statement.

But the Task Force went beyond generalities and explored mission as it pertains specifically to this University. While discussing the traditional, historical role of the academy, they mention the search for "the true, the beautiful, the beneficient" (p.12). **Certainly, Justice Studies would meet the criteria of the search for "the doing of or showing good" (beneficient) more than most, perhaps, all other programmes in the University.** And this search would not be possible without the search for the true, throughout other university faculties, on which Justice Studies depends. One might also argue that the result of goodness achieved through research for truth constitutes a form of justice and is a kind of beauty, even if it is not the kind emphasized in fine arts.

The Task Force also refers to the University motto, "As One Who Serves," in clarifying the University's mission. Among the points it stressed were: i) "professional schools and faculty must remain committed to the integrity of the professions they are intended to serve;" ii) that "innovative measures be taken to develop off-campus, as well as on-campus programmes...," iii) and "the academy must accept the responsibility of being at the vanguard of social, political and technological change" (p.12-13). The values of professional ethics, accessibility and knowledge for constructive change are all fundamental to the Human Justice programme and curriculum. Furthermore, from the start the School has been a human service oriented program.

Finally, the Task Force discusses the importance of autonomous planning in achieving the goals of searching for truth, beauty and goodness. This appeal for "a planning process in order to articulate its academic priorities" has a special significance for Human Justice because of the high personal and programatic costs paid in this unit due to the apparent lack of overall academic planning in the University over the years.

Even more vital than these general deliberations on the University's mission is the Task Force's proposed mission statement:

Mission Statement

i. The University of Regina will provide a high quality teaching programme in the arts (i.e., the humanities, the social sciences and the fine arts), and the sciences.

ii. The University will encourage the development of a mix of applied and professional programmes, principally in areas related to the humanities and social sciences.

iii. The University will ensure that departmental and faculty units are sufficiently staffed to support graduate programmes.

iv. The University will plan for the creation and sustenance of research interests which support and enhance these programmes.

v. The University will develop and maintain a modern well-stocked library, as well as various other ancillary functions essential to its major teaching and research programmes.

vi. The University will endeavour to extend its programmes in creative ways throughout the regional community that it is intended to serve.

vii. In consulation with the University of Saskatchewan, the regional colleges, and the provincial Department of Education, the University will offer programmes for which there is a recognized need as well as adequate funding.

viii. The University will continue to encourage other teaching and professional programmes to develop themselves in ways that are distinctive but which complement other programmes available elsewhere.

If the mission statement is taken, as intended, as "a framework for both future academic planning and the assessment of existing programmes," then it has some direct implications for Human Justice, as follows:

1) Human Justice, as a multidisciplinary program, spans the humanities and social sciences and presents a unique teaching programme not only in the province, but in the country;

2) Human Justice is an applied, interprofessional programme "principally in areas related to the humanities and social sciences;"

3) Human Justice assisted expansion of graduate studies in Social Work and Sociology into socio-legal problems and has indicated for several years an interest in graduate studies in its own programme. A follow-up study of graduates indicates a widespread interest in graduate studies in Human Justice;

4) From its inception Human Justice emphasized research through Prairie Justice Research to enhance the educational programme;

5) Partly due to a general lack of relevant material in the library Human Justice obtained funding from the Solicitor General for organizing a Resource Centre and from the SSHRC for creating an extensive collection on "Natives and Justice" for the main library;

6) Human Justice has extended its programmes in creative ways throughout the regional community "by being at the forefront of community-based education through the CECs since its beginning in 1976;"

7) Human Justice works with many post-secondary institutions in Saskatchewan and elsewhere to ensure accessibility and transferability of relevant courses and programmes;

8) Human Justice has done developmental work on several programmes, (Including the Alcoholism and Chemical Dependencies Certificate, Corrections Training and the Native Human Justice Certificate) many of which are recommended by the Task Force, "which complement other programmes available elsewhere."

5.9.3. The Call for Academic Planning

The lack or inadequacy of academic planning at the University is a recurrent theme in the Task Force report. For instance, the report states in one place: "We believe that it is important that the University begin to undertake a planning process in order to articulate its academic priorities" (p.13). In another it states:

> **...there is a need to review not only the programmes that have come into being at this institution, but also the adequacy of the planning processes of which they are the fruit (p.16).**

In yet another place it refers to

> **the perception that there exists a problem in coordinating the planning activities of the academic and financial sides and a perceived lack of direction in the University's academic planning process (p.17).**

The report states unequivocally that there exists "a need to implement a planning process" (p.16).

The lack of such a process has frustrated the School for several years. The Task Force acknowledges the particular vulnerability of "fledgling academic programmes" where "underfunding has taken a particularly heavy toll." Furthermore, it admitted that the financial squeeze during the 1970s "hindered the development of newer programmes" (p.16). It acknowledges "a lack of reliable, up-to-date and accessible data about the

University" and how this left "it unable to respond quickly and well to inaccurate allegations about its activities" (p.18). The School, as well as other units and the University as a whole, was detrimentally affected by inadequate planning and financial problems.

But what is most noteworthy is that after the 2-year academic review (involving 204 written briefs, 111 public and 21 private presentations, and meetings throughout the province) there is **not one mention of anyone suggesting the School be eliminated, or for that matter amalgamated with Social Work.**

The Task Force is quite clear that it "received numerous suggestions recommending the closure of some programmes and the amalgamation of others" (p.16). But when it came time to make recommendations, there is nothing suggesting the School should be abolished. When the Task Force referred to programmes whose appropriateness was questioned or where there was "a call for a radical restructuring," there is no mention of the School (p.26).

Rather, throughout its report, it continues to refer to the School of Human Justice as a distinct unit, and to make its recommendations bearing on this unit, and its programmes in terms of the assumption that it in fact exists. For example when it recommends a Faculty of Human Services - after acknowledging "the University's dedication to human service programmes generally" (p.20), it states:

> **the principal components...would be the *existing* [my emphasis] Faculties of Social Work and Physical Activities Studies together with the School of Human Justice (p.20).**

This recommendation by the Task Force is consistent with what the School itself recommended to the Task Force. Reconstituting "the existing Faculties of Social Work and Physical Activity Studies, along with the School of Human Justice" (p.22) as a Faculty of Human Services, however, cannot be done by first eliminating the School as an academic planning unit any more than it could be graciously or colleagially accomplished by first abolishing the other two Faculties involved. To constitute such a Faculty of Human Services would require sensitive academic planning and curriculum reformulation. The identities of various units, including the School, would need to be transformed in such a way that any new Faculty was a progression not a regression. Constituting a new Faculty of Human Services would require negotiation among equals to create a better array of programmes.

5.9.4. The Role of the University of Regina

The Task Force states that "elucidating the role of the University within the post-secondary educational structure of the province" was its "most important goal" (p.77). And, on the basis of the mission statement and proposed academic planning priorities, the Task Force suggests several trends of "programme rationalization" to consolidate the role of this University.

The Task Force believes each University in the province should "offer academic programmes only in certain prescribed disciplines and professions." Each University should have "unique missions within the province." And it does not believe that an effective rationalization of academic programmes will "occur as a result of piecemeal tinkering with the current structures." The organizing principle around which the University of Regina should be restructured is "an emphasis on applied programmes that are related to the social sciences and humanities" (p.78). This, the Task Force states, is "a natural complement to the long-standing prominence of the natural sciences and related professional colleges in Saskatoon" (p.77).

Four specific changes are recommended to bring about this rationalization around the different missions of the 2 universities. The first involves consolidating graduate and professional education in the fine arts at the University of Regina. The second involves the consolidation of engineering at the University of Saskatchewan, leaving pre-professional programmes in engineering at Regina under the Faculty of Science. Third, the Task Force recommended that because of the priority given to the humanities and social sciences at Regina that the College of Law, presently in Saskatoon, be moved to Regina. And fourth, and last, the Task Force recommended that the Education Faculties at the 2 universities examine their programmes so that those "with small enrollments would each be consolidated at one university."

It is noteworthy that there is no mention of eliminating, scaling down or consolidating the School of Human Justice. Furthermore, in its final conclusion there is a specific mention that "the University is widely recognized and appreciated for its achievement, particularly so for its commitment to off-campus credit classes across the province" (p.81). As stated above, the Faculty of Social Work and School of Human Justice have been the two main ways that this was accomplished.

The proposed relocation of the College of Law to Regina deserves special mention. Since the early 1970s there have been discussions about the School of Human Justice not only delivering its multidisciplinary, interprofessional Certificate and Degree programmes, on par with other Canadian criminology programmes and expanding into graduate studies, but acting more deliberately as a pre-law stream. The School's socio-legal orientation already attempts to bridge the social sciences and humanities, and provides a basis for pre-law with a solid grounding in liberal arts. If adequately resourced, Human Justice could clearly continue to contribute to a broad range of human service studies and professions, including Law.

The most important thing about the Task Force recommendations, insofar as the School of Human Justice is concerned, is that it is clear that the School falls clearly within the mandate of the University of Regina, as determined by the University's Academic Review. It is also noteworthy that all of the programmes that at one time or another have been mentioned for vertical cutting or elimination at Regina (Physical Activities, Norman MacKenzie, Journalism, Extension and Human Justice) clearly fall within the specific mandate for the University of Regina. Moreover, those programme recommended for province-wide consolidation (Engineering, Education) by the Task Force have never been targetted by the Board of Governers or senior management. This shows how vital it is to preserve University autonomy and academic freedom as a basis for rational institutional and province-wide academic planning.

Recommendations No. 5.9

93. Because the Board of Governers' April 1987 cutting of the School's budget pre-judged the findings of its own process for an academic review; and furthermore, because the Task Force has found the School's programmes and approaches to be appropriate for the University's mission, the School's funding should be returned to its relative level in the University prior to the budget cuts.

94. The School of Human Justice should be returned to its full operational role as an academic planning and degree granting unit. This is indispensable so that it can begin to enter into collegial discussions with Social Work and Physical Activities about the formation of a Faculty of Human Services *or any other evolutions at the University.*

95. Both the reformulation of the Human Justice curriculum and its constitution as part of a Faculty of Human Services should give full consideration to the implications of the recommended transfer of the College of Law to Regina.

5.9.5 Other Task Force Implications

There are many other issues discussed and recommendations made by the Task Force which have a particular import for the School and its present curriculum review. It is important to be as inclusive as possible since this will help ensure that our curriculum review complements the overall review being undertaken in the University.

5.9.5.1 New Programmes

All of the new programmes recommended by the Task Force would have direct implications for Human Justice (see Recommendation 3.11 on p.21). It is encouraging that all of the new programmes proposed by the School (Psychiatric Nursing, Gerontology, Peace Studies) were deemed to "fall within the mandate of the University." Women's Studies, International Affairs and General Nursing would also have important overlaps with Human Justice.

The Task Force also saw a Faculty of Human Services as an organizational and conceptual context for not only Human Justice, Social Work and Physical Activities, but also for Psychiatric Nursing and Gerontology. Clearly, **to avoid further fragmentation of University curricula and programmes there is the need to consider, in depth, how these and other proposed new programmes might interrelate.** It is noteworthy that the province lacks and needs a School of Occupational Therapy, and that the inclusion of Physical Activities in a Faculty of Human Services would help facilitate the development of such a future programme.

If a Faculty of Human Services is to initially be constituted out of existing programmes, it is vital to think about the programmatic (including curricula) and organizational character it might take. There are already many Schools of Social Work across Canada and the United States, and such a designation from a Faculty to School would likely meet Social Work accreditation requirements. It would be fairly straightforward and reduce the confusion about Human Justice resulting from the budget cuts and rumours of elimination, to keep the designation of "School" for Human Justice. The designation of Physical Activities as a School should not present any difficulties since Schools or Departments of Physical Education are common in other Canadian Universities. Physical Activities was previously a department within the Faculty of Education at this University.

The role of Associate Dean (of Human Justice) could be replaced with Director, and there could be Directors for Human Justice, Social Work, and Physical Activities. This would be more fitting than "Coordinators," both to reinforce the identities of professions like Social Work (and later, Psychiatric Nursing), and to ensure the integrity of the degree programmes in Human Justice and Physical Activities. These degree programmes might deliver a common Bachelor of Human Services (BHS), with a designation in Social Work, Human Justice or Physical Activities. Or, alternatively, the separate degrees might remain to avoid confusion and problems of transferability.

A core curriculum in Human Services would have to be negotiated so that each School contributed to a generic curriculum. Clusters of classes across the Schools could be designated to provide desired focussed learning for each programme (see section 5.6 for some suggestions).

5.9.5.2 Changes to Undergraduate Programmes

A number of Task Force recommendations on all undergraduate programmes deserve special mention. One calls for a "review of the integrity of the class numbering system" (4.2. on p.25). This is something on which this report on Human Justice has already commented. A new numbering system which better reflects the kinds of courses being offered will be created. A second recommendation suggests that arts and science courses within professional programmes "be taken throughout the course of the programme" (4.7 on p.27). This would require changes in the delivery of Human Justice since some people obtain Certificate (CHJ) first and then complete the necessary arts credits for the Bachelor degree (BHJ). A third is the recommendation that courses be changed from a 4 to "three-credit-hour programme delivery system" (4.13 on p.29). The general review of Human Justice curriculum should obviously include a comparison of a 3-credit hour system with the existing 4-credit hour system. If the 3-credit hour system would move the University towards the full-year course, and eliminate the semester system, it would definitely be less compatible with adult education and part-time studies. The 3-credit hour system would likely create problems such as: lengthening the time required for part- time students to graduate, reducing the time available to focus on particular issues and problems, and stretching the limited faculty and sessional teaching resources even more so.

It is noteworthy that the Task Force states "extensive programme and curriculum reviews are probably timely" (p.29). This curriculum review of Human Justice is clearly on the mark.

5.9.5.3 Research and Graduate Programmes

Another set of recommendations, dealing with research, have a bearing on Human Justice and its research unit, Prairie Justice Research. The Task Force states:

> **that those academic units which have the wherewithal to maintain an active presence in research should be involved in graduate education (p.30-31).**

In view of PJR's active and productive history this provides encouragement for Human Justice embarking on graduate studies.

The Task Force strongly asserts the interdependence of research and teaching. It even states that "a stimulating teaching atmosphere can be maintained...only if the majority of faculty members within all academic units participate in research" (p.35). The School has always stressed this inter- dependence and has had an overwhelming majority of faculty involved in direct research. Though this has included the "broad range of disciplines" the Task Force considers an element of a research atmosphere, the School has never been rewarded by the University for this research. The research unit, for example, has no base budget support at all. If anything the research has had to largely (not solely) be done as an add-on activity and as an extra load. This does not positively reinforce or encourage research activities.

The Task Force also acknowledges "it is difficult to attract grants or contracts when proposals must contain requests for funds for basic support staff...[which] would be available from general university funds" (p.36). This problem of a lack of basic research support staff existed prior to the budget cuts to the School. As indicated in Section 5.3, since the cuts to the School's support system, this problem has nearly immobilized our research unit.

Several recommendations on research note the need for "direct support," "base funding" or "bridge funding" for research (6.4 and 6.12 on p.38- 39). Some sort of direct support for PJR is clearly needed to sustain this research complement of Human Justice. To continue with research, Human Justice needs to regain the "core of several faculty" that the Task Force acknowledges is needed for research institutes (6.11 on p.39).

The Task Force also acknowledges that "the increase in number of academic programmes over the past decade has not been accompanied by an increase in the base acquisition funding of the Library" (p.39). The School has been one of the units which has suffered from the lack of library resources for new programmes. This lack has continually frustrated the research as well as the teaching aspect of the Human Justice programme. The Task Force recommendation that "the development of collections...(take) into account the relative levels of research activity" (6.17 on p.41) would most certainly receive support form Human Justice.

5.9.5.4 University Entrance Programme (UEP) and Remediation

The Task Force also has recommendations pertinent to Human Justice stemming from its discussion of issues of "access and quality." Given the high rate of transfer of UEP students into Human Justice, and the

Task Force conclusion that UEP students, on average, do not do as well as high school graduates in introductory courses, the need for remedial instruction is of particular concern to us. Human Justice has long been aware that some students entering from UEP require extra attention, which has placed an additional burden on this small programme with limited resources. Clearly some additional resources, and perhaps more affirmative and supportive admission practices, are required. Affirmative action, not quotas, are clearly the way to approach this.

Finally, the Task Force recommends "all academic units engage in periodic internal and external reviews" (7.21 on p.52). The School has had recurring internal reviews (1979, 1983, 1985, 1987, 1988), and the recent positive review of the Criminology Research Contributions programme and reaccreditation of the BSW (which cross-credits Human Justice courses) constitutes two forms of external review (see Section 5.3). It is, perhaps, timely to think of having a team from various criminology and justice programmes involved in an external review. Such would probably be required to embark on graduate studies. This document could provide a starting point for such a process.

5.9.5.5 On and Off-Campus Renewal

A final grouping of recommendations, pertaining to faculty renewal and the quality of the learning environment, contain some items of particular relevance to Human Justice. For one thing, the Task Force supported "variable work loads" as one means to facilitate teaching or research. This is a practice which has been tried in Human Justice to free-up members of the small full-time faculty to share administrative, practicum and research contract responsibilities.[14] Since the cuts there is far less flexibility to do this.

Another recommendation, that "no more than 10-20% of the undergraduate teaching load "should be done by sessionals" (p.68) would be impossible for Human Justice to meet without more full-time faculty. The load covered by sessional instructors in Human Justice is much greater than this, running close to two-thirds of regular classes (excluding practica). This shows how underfunding has turned a good idea - of linking practioners to teaching the curriculum - into a dependency which some would say can lead to exploitation of sessionals. Clearly this dependency on sessional instructors has to be reviewed. As stated above, if full-time faculty were to deliver most regular classes in Human Justice it would require at least a doubling of the faculty to 8 members.

After its extensive review, the The Task Force believes that "the ratio of off-campus students to Regina based students can only increase in the future" (p.70). The School has had continual problems balancing on and off campus demands for its courses. If even more off-campus courses are to be expected, the School will require additional off-campus faculty and staff. Consideration will have to be given to placing a second faculty person in the Community Education Centres. While the Task Force's concerns for the "shabby, crowded, and uninviting" (p.71) campus environement are shared, there must be more attention paid to the learning environment among the growing regional student body.

The Task Force's recommendation that there be a single registration week for both fall and winter classes (10.12 on p.74) would require much more security about Human Justice's staff and faculty resources to do long-term course planning. Ideally Human Justice would pre-plan its courses for several years to ensure a balance in orientations and availability of clusters of courses. Within the crisis circumstances of the last few years, such planning has been extremely difficult.

Finally Human Justice is already acting on the recommendation that "calendar descriptions" be reviewed (10.14 on p.74). The new calendar descriptions will be completed and published before this curriculum review is published.

Recommendation No. 5.9 (con't)

96. A Faculty of Human Services might include, as a start, Schools of Social Work, Human Justice and Physical Activities; with each School having its own Director. Where justified faculty would have cross-appointments.

97. The reformulated Human Justice curriculum should consider how it could be reorganized within a 3-credit hour system, if the University found pedagogic or other academic reasons for proceeding in that direction.

98. Human Justice should explore the possibility of expanding into graduate studies.

99. Some minimal base budget funding should be provided by the University for PJR (see Section 5.3).

100. The library resources available for Human Justice courses and PJR research interests should be reviewed. The "Native and Justice" library collection should be indexed and/or housed in a manner that it can be easily accessed by Human Justice, Saskatchewan Indian Federated College (SIFC), Native Human Justice, or other interested university programmes.

101. Human Justice should review its own admission processes for UEP students and explore the use of senior students as tutors (see Recommendation No. 76).

102. Human Justice should consider appointing long-term, reliable sessionals who have been involved in research and practica as adjunct faculty as one means to better integrate non-permanent faculty into the School (see Recommendation No. 75).

103. Human Justice should review its dependence on sessional instructors with a view to shifting more responsibility to full-time faculty positions. A doubling of the full-time faculty would be required to deliver most existing courses.

104. Human Justice should continue to work to enhance off-campus learning opportunities and resources.

105. The recommendations in this documents should be the basis for workshops to get critical and direct feedback from Human Justice students in the 3 locations where the programmes are offered.

106. *A new updated brochure detailing the development of the programme and decisions about reformulation arising from discussion of this report should be widely distributed as quickly as possible (see Appendix C).*

107. *More collegial relations should be established with criminology programmes across Canada for the purpose of discussing curriculum. This report could be sent to them to start this process.*

ENDNOTES

1. Shorthands for courses will be used throughout this report. See Appendix A for full titles of courses. Course numbers should not be taken as an indication of the level of difficulty of these courses since that is not how they were assigned. A proposal of a new numbering system which signals the kinds of courses stressed in Human Justice is Shown in Table XIII.

2. Jim Harding, ***A Review of the Human Justice Curriculum*** (Regina, SK: School of Human Justice, University of Regina, 1985).

3. Jim Harding, Ron Schriml and Keith Course, ***A Defence of Justice Studies: A History and Analyses of the Human Justice Program*** (Regina, SK: Prairie Justice Research, University of Regina, 1988).

4. Keith Couse, et al., ***The False Promises of Criminology and the Promise of Justice*** (Regina, SK: Prairie Justice Research, University of Regina, 1983).

5. Some of these ideas are explored in Jim Harding, ***Survival Politics: Local and Global Reflections on the Emergence of the Green Movement***, forthcoming.

6. Barbara J. Wallace (ed.) ***The College of Human Services: An Applied Transdisciplinary Curriculum*** (New York: College for Human Services, 1982).

7. "Learning Opportunities for Adults, 1988-1989" (Calendar of Courses) (Regina, SK: Wascana Campus, South Saskatchewan Institute of Applied Science and Technology (SIAST), 1988), p.7.

8. Kim Morin, ***Practicum Paper on the School of Human Justice.***

9. A national newspaper ad to replace the retiring faculty was published in January 1989 and the plan was to advertise for a fourth position in the fall of 1989. After the University of Regina Faculty Association asked senior administration for clarity about the status of the School, it was reported to Executive Council that a "waiver" that students had had to sign when enrolling in Human Justice was being lifted. At a public event on the research units in the Faculty and School on January 26, 1989 the President commented that the School was "no longer on the endangered species list." In early February the Registrar's Office memoed the School's coordinator that the School was "reinstated." Negotiations are underway about the School obtaining its own Director.

10. Jim Harding, ***The Future of Socio-Legal Research Studies: Are We Squandering a Decade of Investment?*** (Regina, SK: Prairie Justice Research, University of Regina, 1988).

11. Canada, Ministry of the Solicitor General, Management Review, ***An Evaluation of the Secretariat's Program of Sustaining Contributions*** (Ottawa: Ministry of Solicitor General, 1988).

12. This has already happened through the forced amalgamation of Human Justice and Social work. When the School lost its two Regina support staff, one secretary trained in computer work to assist with PJR research went to SARU. The past Dean said bluntly, because PJR had no base budget positions, there would be no support for it from the Faculty of Social Work. She even attempted to take one of PJR's computers over with the research secretary, and Human Justice ended up having to contribute to the purchase of a SARU computer to avoid this. Furthermore, there was no willingness on the part of the past Dean to try to obtain base budget support for PJR.

13. Ian Macdonald et al., ***From Reflections to Renewal: Report of the Academic Review Task Force*** (Regina, SK: University of Regina, 1988).

14. This attempt to reduce teaching responsibilities works better in theory than in practice due to enrollment pressures and cuts. On average, since 1980 the full-time faculty has taught 3 regular courses a year, not even including practicum supervision or directed readings. Because of the small full-time core faculty, the immense development work for a new programme, the delivery of the programmes throughout the province, the high dependence on sessionals and the ongoing research commitments, there has been many other responsibilities other than direct teaching for all members of the faculty.

APPENDICES

APPENDIX A

Human Justice Courses
1976 -1988

HJ 200	Corrections
HJ 300	Canadian Criminal Justice System
HJ 301	Welfare Rights
HJ 302	Information for Justice
HJ 303	Child Law and Policy
HJ 304	Introduction to Human Justice
HJ 305	Food, Food Production and Justice
HJ 306	Professions and Power
HJ 350	Violence in the HJ Context
HJ 351	Crime, Criminology and Human Justice
HJ 380	Gender and Justice
HJ 380	Women, Crime and Criminology
HJ 381	Alternatives to Formal Justice
HJ 381a	Explorations in Human Justice
HJ 382	Women and Social Justice
HJ 383	Alcohol, Drugs and the Legal Process
HJ 384	Social Justice and Peace
HJ 385	Helping Relationships
HJ 385a	Justice in the Workplace
HJ 386	Divorce and Separation
HJ 387	Conflict Resolution
HJ 388	Justice and Indigenous Peoples
HJ 389	Issues in Juvenile Justice
HJ 401	Police in Society
HJ 410	Mental Health Services
HJ 411	Human Justice Services and the Citizen
HJ 412	Youth and Delinquency
HJ 414	Human Justice and the Planning Process
HJ 421	Criminal Law and Public Policy
HJ 422	Legal System in Society
HJ 423	Family Law and Family Policy
HJ 424	Human Rights and Human Services
HJ 430	Justice/Multidisciplinary Perspectives
HJ 435	Economic Analysis of the Human Justice System
HJ 436	Personality Assessment
HJ 437	Service Skills in Social Control Settings
HJ 455	Issues in Social Control
HJ 465	Social Policy Development and Service Delivery
HJ 466	Human Justice Organizations
HJ 468	Justice in Canada

Other University Courses Creditable as Human Justice Courses

University of Regina

ANTH 235	Culture Contact in North America
PHIL 220	Contemporary Moral Issues
PSCI 333	Civil Rights and Civil Liberties
PSYC 333	Psychopathology
SOC 208	Social Problems and Deviant Behavior
SOC 215	The Sociology of Crime and Criminal Justice

University of Saskatchewan

SOC 212a	Sociology of Crime and Delinquency
SOC 214a	Social Deviance and Social Control
SOC 329	Penology and Corrections

APPENDIX B

Report on Interviews

The following government and non-government organizations participated in individual interviews in May 1988.

- **Legal Aid** (Mike Ryan, Director)
- **R.C.M.P.** (Sergeant Norm Boucher, Training and Official Languages Coordinator)
- **Welfare Rights** (Morris Eagles, Executive Director)
- **Office of the Ombudsman** (Gord Mayer, Deputy Ombudsman)
- **Paul Dojack Center** (Betty Fraser, Director)
- **Provincial Correctional Centre** (Tony Lund, Director, and Ginnette Blain, Institutional Training Coordinator)
- **Community Training Residence** (Lyle Telfer, Acting Director)
- **John Howard Society** (Dave Tickell, Provincial Director)
- **Social Services, Young Offenders** (Denis Losie, Supervisor)
- **Regina Police Service** (Gordon Wilke, Human Resources Manager, and Dale Fleury, Training Manager)
- **Community Operations, Probation Services** (Linda Trowell, Supervisor)

As participating practicum agencies and potential employers, these organizations were chosen to solicit feedback regarding the School of Human Justice, i.e., programme, curriculum, practicum, etc. A series of questions (attached) was developed to facilitate the interview process - the questions were very open-ended and allowed much room for individual observation and comment.

APPENDIX C

A Second Decade of Human Justice Studies
(Proposal for New Brochure)

I. HISTORY AND ORIGIN

Discussions about creating the Human Justice programme predated the University of Regina. Human Justice was approved in principle by the Regina- based University of Saskatchewan Executive Council in October 1973, and again approved when the University of Regina was created in July 1974. A Green Paper on the parameters and objectives of the programme was developed in 1976.

Human Justice was initially responsible to an interdisciplinary university and professional advisory committee to the President. In 1980 approval was given for a School of Human Justice as a constituent but autonomous part of the Faculty of Social Work. In 1987 the School recommended to the University's Academic Review Task Force a Faculty of Human Services with a School of Human Justice within it. At present the School of Human Justice programme continues to exist within the Faculty of Social Work.

After major cuts to Human Justice in 1987, a Community Advisory Council comprised of practitioners from law, non-government agencies, mental health and other related areas was formed. A series of province-wide workshops were held in 1988 to appraise support for the continuation of the programme after severe financial cuts to the programme in 1987. In 1989 the University clarified that the School would continue to exist as a part of the University community.

II. THE DEVELOPMENT OF THE PROGRAMME

The programme was originally called the Human Justice Services Program. Throughout its first decade it has continued as a service-oriented multidisciplinary and inter-professional programme on justice studies.

The original programme was designed to cover policy, organization and other issues in human justice systems; applied studies of these human justice services; and integrative and contextual studies. The Certificate programme was created to allow students to focus on justice studies, and the Bachelor programme ensured that justice studies were integrated with a broad liberal arts education.

The priority of Human Justice has always been to provide an adult learning environment for the broad range of professionals working in justice- related fields. It has therefore stressed recurrent, part-time studies across the province. Community Education Centres in Prince Albert and Saskatoon have been central to this mission.

By 1983 Human Justice had a well-balanced programme with orientations which stressed criminal justice, socio-legal and social justice studies - all with a human service focus. The programme was available from Regina or the Community Education Centres in Saskatoon and Prince Albert. In 1987 the Gabriel Dumont Institute of Native Studies and Applied Research began to deliver the Human Justice certificate through its Native Justice Program. By 1988 Human Justice had nearly 100 graduates. Another 200 students were either enrolled or doing qualifying work, with another 200 designating Human Justice after university entrance work.

In its first 12 years Human Justice developed 40 courses which were delivered over 300 times to several thousand students. Over half of the offerings were made, in total, off-campus, which provided out-of-Regina students with exceptional access to this professional programme. Ongoing programme development work has been done with over 40 sessionals crucial to the delivery of the programme.

Prairie Justice Research

Because of the newness of the field of study, Human Justice has emphasized direct research and dissemination on regional justice issues. Human Justice created one of the first centres of applied criminology research, funded with contributions by the Ministry of the Solicitor General. In the first decade Prairie Justice Research (PJR) brought in nearly one million dollars of research contracts and grants to the University of Regina. Publications have been made in a broad range of areas including indigenous people, probation, social policy, critical criminology, alternatives to corrections, alcohol and drugs, family courts, environmental impact, public legal education, northern development and women and justice.

III. LIAISON WITH OTHER PROGRAMMES

National and Provincial

- Through Prairie Justice Research, Human Justice maintains direct links with Criminology Research Centres across Canada and with the Ministries of the Solicitor General and Justice.
- Through sessionals and practicum placements throughout Saskatchewan Human Justice maintains links with a broad range of justice and human service agencies.
- Human Justice participates directly in the planning and delivery of the Native Human Justice Programme by Gabriel Dumont Institute.
- Since 1980 Human Justice has participated in the provincial government's Corrections Training Program on more than 20 occasions.
- Human Justice maintains links for curricula coordination with the Northern Institute for Technology through the Prince Albert Community Education Centre.
- Human Justice maintains liaison with the national police force training depot in Regina through both students and sessionals associated with the RCMP.
- Human Justice has maintained links with the Saskatchewan Psychiatric Nurses Association (SPNA) through workshops and committees exploring a Faculty of Human Services.
- Human Justice has maintained relations with faculty at the Law Faculty and Social Research Unit at the University of Saskatchewan.

University

- The School of Human Justice programme maintains direct relations with the Social Work programme. Both are housed within the Faculty of Social Work.

- Human Justice has been on the Core Planning Group for the inter-faculty Extension Certificate in Alcohol and Chemical Dependency Studies.

- Based on a study of courses taken by Human Justice students from 1984-1987, the greatest interdependence was with the Social Science. Social Work courses were the second largest and Humanities were the third largest group of courses being taken by Human Justice students.

- Through PJR's Research Working Group, Human Justice maintains links with academics in several disciplines and Faculties at the University.

- There are growing signs that more overlap now exists between Human Justice and Indian Studies. Administration and Education programmes. (Prairie Justice Research has focused on "justice and indigenous people" for several years).

IV. REVIEWS OF THE PROGRAMME

Human Justice has carried out regular self-studies and evaluations of its programme. In 1979 a curriculum review helped clarify programme aids and led to the development of three "bands" of courses stressing substantive, practical and theoretical aspects of the field.

Another curriculum review was undertaken in 1983-84 to improve planning and collegiality with sessionals and provide information for discussions about a Faculty of Human Services. This involved a detailed profile of courses, locations, students and instructors. It also included a survey of instructors since 1976. This focused on their orientation to subject matter, interdependence and overlap of courses, evaluation methods and rationales, resources, design of courses and main problems encountered. Thinking of the curriculum in terms of criminal justice, socio-legal, social justice and human service orientations was generally accepted.

Since 1984 sessional workshops have been held on a semester basis, with new instructors presenting their course rationale and outline for discussion and feedback before the term.

In 1985 the profile of the curriculum was updated and trends compared to the earlier period. Some effects of the cuts to the University were already noticeable in a slight shift of the programme to Regina. In the spring of 1985 a provincial workshop was held to review the programme. It involved full and part-time faculty, students, practicum agencies and central justice organizations. This workshop expressed general support for a Human Services Faculty.

In 1986 a review of the practicum was undertaken.

Graduates' Views - Graduates' Opportunities

In 1988 a follow-up telephone survey was done which contacted 78% of Human Justice Graduates. This survey found all graduates - other than a few laid off or disabled - were gainfully employed. Employment was primarily in Saskatchewan Justice, Saskatchewan Social Services, Federal Solicitor General, non-government Human Service and Saskatchewan Health. It was noteworthy that one-third of the graduates were working in the newer and expanding fields of community corrections, young offenders and community-based human services. Graduates were found to be working in the areas on which the programme concentrates, i.e., corrections, policing, young offenders, alcohol and drug abuse. Furthermore, 40% of graduates were working in programme management and evaluation while 60% were working in direct service delivery.

Eighty percent of graduates said without qualification the Human Justice had "broadened" their career opportunities. Another 8% said it had "partially" done this. (See ***Defense of Justice Studies*** for more details on past reviews of Human Justice).

V. THE NEXT TEN YEARS

In 1987 severe cuts were made to the Human Justice programme. Because of the impact of these cuts on the ability to deliver the programme, in May 1988 Human Justice organized a province-wide set of workshops to review the programme over the last decade and to consider its future.

The consensus in all workshops was that an even greater need existed for a distinct Human Justice programme than ten years ago. (There was the growing demand for practicums and more resources required for practicum coordination; growth in native studies; etc.). At the same time there was widespread agreement that the identity and coherence of the programme had to be enhanced.

Various proposals were made to try to consolidate and enhance the programme; a move to more full-time students; develop core Human Justice courses to fit a Human Service education; greater cross-crediting of courses with other faculties; strengthen the focus of local learning centres (e.g., Prince Albert as the corrections/alternatives to corrections centre); development of alternative ways to obtain human services requirements; adjust programme to meet needs of changing (younger) student body; provide more public information about the programme; develop a Human Justice alumni association.

Seventy percent of all Human Justice graduates have said they desire continuing education in the field. Seventy percent of Human Justice degree graduates have expressed an interest in a Masters level programme in Human Justice.

These and other suggestions are under consideration by the newly expanded Human Justice Programme Committee and Community Advisory Committee. Proposals on changes in admissions and practicum policies and the curriculum are presently being considered. A reformulation of the curriculum was proposed and discussed at a province-wide December 1988 workshops. The recommendations that came out of this workshop have laid the basis for dropping or reformulating old courses, adding new courses and making other changes to the curriculum. (See ***Human Justice Studies into the 21st Century*** for more details).

The Revised Programme

See the following two tables.

TABLE XIII
Recommendations Regarding Discontinuing or Continuing Human Justice Courses

NOW IN CALENDAR		NOT IN CALENDAR	
Discontinue	Continue	Discontinue	Continue
			Selected Topics
HJ412 - Youth	HJ200 - Corrections	HJ380 - Women	HJ381 - Alternatives
HJ435 - Economics	HJ300 - Criminal Justice	HJ381a - Explorations	HJ382 - Gender
HJ436 - Personality	HJ350 - Violence	HJ385 - Helping	HJ383 - Drugs
HJ465 - Service	HJ351 - Criminology		HJ384 - Peace
HJ466 - Organization	HJ401 - Police		HJ385a - Work
HJ468 - Canada	HJ410 - Mental Health		HJ386 - Divorce
	HJ411 - Citizen		HJ387 - Conflict
	HJ414 - Planning		HJ388 - Indigenous
	HJ421 - Criminal Law		HJ389 - Juvenile
	HJ422 - Legal system		*Mini Courses*
	HJ423 - Family Law	HJ401 - Welfare	HJ302 - Information
	HJ424 - Human Rights	HJ303 - Child	HJ304 - Introduction
	HJ430 - Multidisciplinary	HJ305 - Professions	HJ305 - Food
	HJ437 - Service Skills		*Additional Courses*
	HJ455 - Social Control		Aging
			Bioethics
			Environment
			International
			Immigration
			Security/Terrorism
			Technology
			Advocacy

Some courses have the same course numbers (381, 385) because there were insufficient numbers listed to account for all new selected topics and mini courses.

TABLE XIV
Proposal on Levels and Kinds of Human Justice Courses

200 LEVEL	300 LEVEL	400 LEVEL
Introduction Explorations Corrections (Training)	***Systems*** Legal LSystems Human Rights[1] Criminal Justice Mental Health Criminal Law[2] Citizenship Police Planning Corrections	***Analysis*** Criminological Theory Multidisciplinary Socio-Legal Research[4] Bioethics (N) Alternatives
	Sectors Juvenile Gender Indigenous Workplace Aging (N)	***Intervention and Fields*** Practicum Service Skills Advocacy (N) Conflict Resolution Family Law Immigration (N)[5] Environment (N)[6] International (N)
	Issues Social Control Violence Divorce Peace Drugs Food Security/Terrorism (N)[3] Technology (N)	

N = New Classes

1. If 200 Level courses are to ensure an introduction and orientation, an argument could be made for including human rights. However, once you start including more in this level, you could end up adding legal system and others. I think we should keep the vast majority of our courses at the 300 and 400 levels.
2. Criminal Law might seem to better fit with Intervention and Fields, at the 400 level. The purpose of this course in Human Justice, however, is not to prepare lawyers but to expose people in a variety of justice professions to the workings of Criminal Law. Perhaps the course need a name change.
3. I debated whether this should be a 300 or 400 level course. It could be under Analysis as much as the course on bioethics. I decided to include it as an issue-oriented course because that is likely how it will be approached.
4. An argument could be made to have this at the 200 level, as another Introduction and orientation to Human Justice. I decided against this because it is not realistic to teach it at the 200 level.
5. Immigration could be presented as an issue, at the 300 level, focussing on refugees. This remains an option is we don't feel we can handle the mix of Immigration Law and Policy.
6. Environment could also be given as a 300 level Issue. I think it would be a mistake, however, to leave the impression that we are focussing on Family Law and Policy (as an integration field of study and practice) any more than these other ascending areas (like those addressing environment, international and immigration).

ACTUAL BROCHURE PRODUCED

What are my career prospects after studying Human Justice?

Both the School of Human Justice and the Native Human Justice Program stress community-based justice. Statistics Canada forecasts that openings for community workers will increase by nearly 40% in the 1990s. Community justice programs, including those that develop with the evolving Aboriginal justice system, are likely to comprise a growing proportion of these community workers.

Whom should I contact for further information?

REGINA:
School of Human Justice
Library Building, Room 615
University of Regina
Regina, SK
S4S 0A2
Phone: 585-4779 or 585-4032

PRINCE ALBERT:
Community Education Centre
1500 10th Ave. E.
P.O. Box 2830
Prince Albert, SK
S6V 7M3
Phone: 953-5310 or 953-5534

Native Human Justice
Gabriel Dumont Institute
48 - 12th Street East
Prince Albert, SK
S6V 1B2
Phone 763-7330

SASKATOON:
Community Education Centre
325 3rd Ave. N.
Saskatoon, SK
S7K 2H9
Phone: 652-3923 or 953-5534

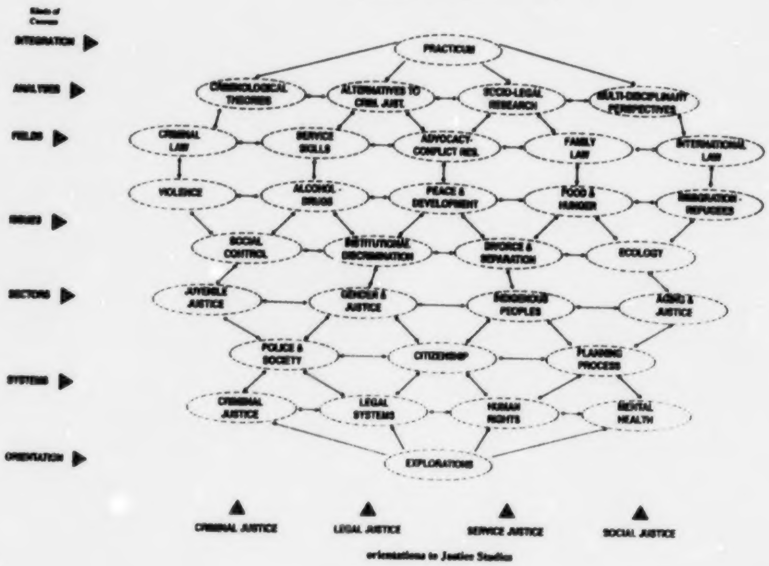
Students can also find additional information in the University of Regina General Calendar which can be purchased at the University of Regina Bookstore.

What is the Curriculum Web all about?

The Human Justice curriculum was originally organized into three bands: Band I was substantive, Band II was theoretical, and Band III was applied. After an extensive curriculum review, it was determined that after a decade of development of the program all classes could and should address all three areas. The curriculum is now organized in terms of orientations to justice studies. The four orientations stressed in the School of Human Justice from its start are: 1) criminal justice, 2) legal justice, 3) social justice, and 4) human service justice. Students are counselled to take courses that reflect all the orientations to Justice Studies.

Students are encouraged to consider doing focussed studies. This would involve including a cluster of classes in their program pertaining to a particular problem area, sector of people, or field. Human Justice classes are now grouped and numbered in terms of kinds of classes: Those pertaining to 1) systems, 2) sectors, 3) issues, 4) fields, and 5) analyses. This is not intended to suggest any particular sequence in studies but mainly to show that this variety of classes indeed exists.

The Curriculum Web
(Bachelor and Certificate of Human Justice)


Kinds of Courses
INTEGRATION
ANALYSES
FIELDS
ISSUES
SECTORS
SYSTEMS
ORIENTATION
PRACTICUM
CRIMINOLOGICAL THEORIES
ALTERNATIVES TO CRIM. JUST.
SOCIO-LEGAL RESEARCH
MULTI-DISCIPLINARY PERSPECTIVES
CRIMINAL LAW
SERVICE SKILLS
ADVOCACY-CONFLICT RES.
FAMILY LAW
INTERNATIONAL LAW
VIOLENCE
ALCOHOL-DRUGS
PEACE & DEVELOPMENT
FOOD & HUNGER
IMMIGRATION-REFUGEES
SOCIAL CONTROL
INSTITUTIONAL DISCRIMINATION
DIVORCE & SEPARATION
ECOLOGY
JUVENILE JUSTICE
GENDER & JUSTICE
INDIGENOUS PEOPLES
AGING & JUSTICE
POLICE & SOCIETY
CITIZENSHIP
PLANNING PROCESS
CRIMINAL JUSTICE
LEGAL SYSTEMS
HUMAN RIGHTS
MENTAL HEALTH
EXPLORATIONS
CRIMINAL JUSTICE
LEGAL JUSTICE
SERVICE JUSTICE
SOCIAL JUSTICE
orientations to Justice Studies

University of Regina

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SCHOOL
OF
HUMAN JUSTICE

INFORMATION BROCHURE

Fall 1991
to
Spring 1992

Room 616
Library Building
University of Regina
Regina, SK
S4S 0A2

How did the School of Human Justice get started?

The School of Human Justice is an autonomous degree-granting academic program which stresses multidisciplinary, problem-oriented studies in the fields of criminal, legal and social justice. It is the outcome of past deliberation by the Saskatchewan Criminology and Corrections Association, the judiciary, the Department of Social Services, and some faculties of the University of Regina. It is now entering its 15th year of operation and has had over 200 graduates. It is offered on both a part-time and full-time basis. It is designed to meet the needs for professional continuing education in justice services and to stimulate, conduct, and provide leadership for research in this field. The School houses Prairie Justice Research and maintains direct relations with criminology centres across Canada. The School is a constituent but autonomous part of the Faculty of Social Work.

Where are classes offered?

Decentralization of the program enables a large number of people employed in justice services, human services and the criminal justice system to participate in the program throughout the Province. The program base is in Regina with classes presently being offered in Prince Albert and Saskatoon on a regular basis. Classes have also been taught in Melfort, La Ronge, North Battleford, Moose Jaw, Creighton, Meadow Lake, Swift Current, Weyburn, Yorkton and Muenster and will be offered in other centres where an interest in the program is indicated. The certificate is also currently available through the Native Human Justice Program operated by Gabriel Dumont Institute in Prince Albert.

What are the admission requirements?

Those with Division IV (or Grade 12) must meet admission requirements as for the Faculty of Arts (see University of Regina General Calendar). Admission to the full degree or certificate program: (a) a minimum of one year acceptable experience of human services and (b) completion of one qualifying class in Human Justice.
Students who lack the human service experience may be accepted as qualifying students. They must gain the necessary experience well before applying to do their practicum.

What does human service experience mean?

Human Justice is a multidisciplinary program to enhance the professional competence of human service workers in such areas as young offenders, law enforcement, corrections, human rights, advocacy, and other justice services. It is also used for pre-law and as preparation for graduate studies. Human service experience is defined as being in a helping or sharing role with other persons, such as: (a) helping people in difficulty; (b) community or group participation and leadership; (c) working with people in educational, correctional, pastoral, human rights, community development, recreational, social work or health settings.

What are the program requirements?

The School of Human Justice offers both a Bachelor of Human Justice (B.H.J.). and a Certificate of Human Justice (C.H.J.). The Certificate is primarily designed for people with a strong professional/experiencial background in the justice or human service fields, who do not wish to pursue a Bachelor degree.

NOTE: The University and School will be making a change to 3 (rather than 4) credit classes in Fall 1992. Total credits for the BHJ will then be 120 credits, 60 of which will be for Human Justice courses. The new credit system is in brackets.

Certificate of Human Justice:
The C.H.J. consists of 64 credit hours of classes as follows.

40 credit hours of human justice classes*	(36)
16 credit hours of practicum**	(15)
8 credit hours of electives	(9)
64 total credit hours for the (C.H.J.)	(60)

Bachelor of Human Justice:
The B.H.J. consists of 128 credit hours of classes--64 credit hours in the human justice area (professional studies) and 64 credit hours of general university studies as follows:

40 credit hours of human justice classes*	(36)
16 credit hours of practicum**	(15)
8 credit hours of electives	(9)
64 credit hours of university studies	(60)
128 total credit hours for the (B.H.J.)	(120)

* Includes designated Social Work, Social Science, and other classes.
** The School offers 3 types of practica, depending on experience. See practica application form for details.

What classes from other faculties can be designated as Human Justice classes?

The following classes are offered by other programs within the University of Regina and Saskatchewan.

- ANTH 235 Culture Contact in North America
- ECON 377 Economic Analysis of the Human Justice System
- HUM 260 Utopian Literature & Thought
- INST 225 The Principles of Indian Law
- INST 430 Aboriginal Peoples & the Canadian Constitution
- PHIL 220 Contemporary Moral Issues
- PHIL 233 Philosophy of Law
- PHIL 288 Biomedical Ethics
- PSCI 333 Civil Rights & Civil Liberties
- PSCI 437 Politics of the Environment
- PSYC 220 Social Psychology
- RLST 325 Liberation Theology
- SOC 215 The Sociology of Crime & Criminal Justice
- SOC 314 Case Studies in the Sociology of Underdevelopment
- SOST 220 The Status of Women in Contemporary Society

The University of Saskatchewan at Saskatoon offers the following classes which can be taken for credit towards the Human Justice certificate or degree.

- SOC 212 Sociology of Crime & Delinquency
- SOC 214 Social Deviance & Social Control
- SOC 329 Penology & Corrections

Students in both the Bachelor and Certificate program require a minimum of 4 (5 after the new credit system) Human Justice classes delivered by the School. At least half of the credits (excluding general studies) have to be Human Justice (or designated) courses.

Can City Police and R.C.M.P. receive credit for training?

The following training programs and courses can be granted credit towards the certificate or degree in Human Justice:

- *RCMP Training Program* 6 month - 08 credit hours
- *Saskatchewan Police College* 15 week training program - 04 credit hours
- *Canadian Police College* Senior Police Administration Course - 04 credit hours
- *Canadian Police College* Executive Development Course - 04 credit hours
- *University of Regina, Department of Extension* paralegal classes - 02 credit hours per class to a maximum of 08 credit hours

If you are eligible for credit for any of the above courses or training programs, please send an official statement indicating your successful completion of the program(s).

Do you grant credit for other programs completed?

Students who have completed a 2-year college program in criminology, criminal justice, law enforcement or corrections which include general studies are eligible to receive transfer credits of up to 1 year for Human Justice and up to 1 year for general studies.

2 Year Programs

- *Kwantlin College*, Diploma of Associate in Criminology
- *Camosun College*, Associate of Arts, Diploma in Criminal Justice
- *Mount Royal College*, Diploma - Law Enforcement, Diploma - Corrections, Diploma - Criminology, Diploma - Correctional Officer
- *Whitehorse Extension.*

Students who have completed 1 year programs which focus on criminology, etc. are eligible for credits of up to 1 year in Human Justice.

1 Year Programs

- *Grant MacEwan Community College*, Diploma in Correctional Services;
- *SIAST, Woodlands Campus*, Certificate - Corrections Worker;
- *Lethbridge Community College*, Diploma in Law Enforcement.

Can you take Social Work courses?

Social Work courses are also creditable as Human Justice courses. Half or more of the Human Justice credits have to be from Human Justice courses or designated courses.

What if I have a previous degree?

Students with a three-year degree will normally require 64 (60) credit hours of Human Justice classes. Students with a four year degree will normally be required to take 32 (30) credit hours of Human Justice classes. Students with a B.S.W. from the U of R will be required to take 32 (30) credit hours of Human Justice classes.

What are Human Justice classes about?

The School of Human Justice offers a wide variety of classes. See Curriculum Web on opposite page. For course descriptions, please refer to the University of Regina General Calendar.

APPENDIX D

Prairie Justice Research Working Group
February 1989

PRAIRIE JUSTICE RESEARCH

Director	Jim Harding, Ph.D.
Research Coordinator	Mary Gianoli
Research Secretary	Linda Bradley

RESEARCH ASSOCIATES*

Name	Research Areas
Jim Harding	alcohol/drugs; environ.; dev. and peace
Keith Couse	youth and law
Ron Schriml	alternatives to criminal justice
Florence Flynn	mental health; popular education
Otto Driedger	international soc. welfare/soc. impact
Bob Ruttenberg	justice NGOs; conflict resolution
Merv Phillips	mediation; training for lawyers

PROPOSED RESEARCH WORKING GROUP**

Name	Research Areas
Barry Anderson	sociology and deviance
Dale Butler	urban planning, citizen participation
Kathy Cramm	women and justice; international develop.
Michael Dougherty	community development
Lorne Elkin	mental health/psychology
Jan Knowles	healthcare/program evaluation
Howard Leeson	*Charter* issues
Bob Markowsky	SADAC/alcohol and drugs
George Maslany	MSW/program evaluation
Jim McCrorie	CPRC/rural sociology
Bob Moore	attitudes to legal systems
Alma Newman	criminal justice; native women
Dick Pope	applied anthropology
Graham Riches	SARU/social policy/poverty
Linton Smith	*Charter* issues
Harvey Stalwick	human service educ./participtory research
Bob Stirling	Sample Survey/rural sociology
Gordon Ternowetsky	SARU/income and poverty

PUBLICATION ADVISORY COMMITTEE

Mary Gianoli	Prairie Justice Research
Gilian Minifie	Canadian Plains Research Centre

* On-going research projects, research policy-making group

** Mutual consultation, possible collaboration (e.g., workshops) and standing invitation to PJR meetings.

APPENDIX E

REPORT ON WORKSHOPS

"The Next 10 Year of Justice Studies" was the theme of three workshops which occurred during the month of May. The workshops were held in Prince Albert (May 5 and 6), Saskatoon (May 13 and 14) and Regina (May 27 and 28).

The intent of the workshops was to critique, explore, examine and discuss the Human Justice program and curriculum in preparation for our future. Participants included Human Justice and Social Work students and graduates, Human Justice and Social Work faculty, former and current Human Justice sessional lecturers and other "interested" individuals.

The three workshops followed a similar format:

1. ***Opening*** - a historical overview of the Human Justice program; i.e., where we have come from and what we are currently facing.
2. ***Agenda Setting***- group identification of issues for further discussion (i.e., admission policy, student counselling, existing and new classes, core classes, program options, graduate studies, etc.).
3. ***Discussion*** - small and large group discussion of identified issues.

A summary of the discussions at each of the three workshops is outlined below.

PRINCE ALBERT

A. AGENDA

1. Program/Curriculum

- accessibility/flexibility
- class sequencing
- new offerings
- practicum
- practice vs research
- human service experience
- general studies requirement
- preventive vs bandaid approach to human services

2. Options

- local learning centres
- Gabriel Dumont Institute program
- Faculty of Human Services

3. **Student Services/Student Needs**

4. **Morale**

B. SUMMARY OF REPORTS AND DISCUSSION

1. Curriculum

- General studies requirement very difficult for off-campus students if Human Justice/Social Work classes cannot be used.

- Need to re-examine and develop alternatives to the current requirement for human service experience (e.g., mini-practicums, extended practicums, volunteer work, coop workstudy program).

- Practice, research and teaching must be integrated and classes should reflect geographical issues of interest/concern.

- The current program could be supplemented with courses in basic study/writing skills (for students needing extra assistance), administration (with a focus on financial planning and management) and introductory courses on the Criminal Code and Charter of Rights.

2. Practicum

- Practicum viewed as an excellent learning opportunity for students (on-the-job training) and a good opportunity for the agency; i.e., provides agency with assistance and a "fresh" outlook from students.

- There is significant concern regarding the escalating demand for practicums and lack of resources necessary for the proper coordination, support and follow-up of practicums for Human Justice, Social Work and Gabriel Dumont students.

- Weekly practicum seminars in Prince Albert for Social Work and Human Justice students (combined) provides a very useful forum to discuss, exchange ideas and solve problems.

3. Faculty of Human Service

- The notion of a Faculy of Human Service was well accepted provided it was founded on the current Human Justice model and based on priciples of accessibility, flexibility, decentralization and adult education.

- The concept of "core competencies" with one year of specialized study was presented as a degree option. Core competencies could include:

  - human growth and behavior (cross cultural and gender relations)
  - interpersonal skills/communication
  - analytical/research skills

    - problem solving
    - crisis management/intervention
    - explorations in human services
    - policy/research

- Specialty areas could include:

    - psychiatric nursing
    - corrections
    - peace studies
    - research/policy
    - health
    - youth services

- Emphasis on networking/coordinating local and university (cross-faculty) resources and maximize access/flexibility with a provincial rather than a central focus.

- Proposal for Prince Albert Centre offerings under a Human Service Faculty.

    - core competencies (as above) plus local specialities such as:
    - corrections/youth services
    - drug/alcohol
    - native and northern studies
    - mental health and medical service
    - gerontology
    - community development*

4. Local Learning Centres

- Key to accessibility/flexibility.

- Essential for maintaining/coordinating networks for practicums and engaging instructors with a theory/practice combination.

- Very positive reflections about the Prince Albert Community Education Centre; i.e., over the years many adult learners (often corrections workers) have had opportunities to make immense academic, personal and employment progress - these graduates have gone on to make contributions to the public life/community in Prince Albert.

5. Gabriel Dumont Institute

- High level of enthusiasm for the Native Human Justice Program in Prince Albert.

- Good deal of interest amongst students in the area of criminal justice the (Gabriel Dumont Institute students want **Human Justice** and not Social Work classes.

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* NOTE: Saskatoon and Regina would host other specialty areas.

- Gabriel Dumont Institute students are required to do two practicums (2 placements for 2 months). There is some concern regarding the ability to find placements for all students and, students are concerned about the ability to adjust and learn about the agency in such a short time.

- Gabriel Dumont students need counselling/information about their options in the Human Justice program.

6. Student Services

- Student counselling (assistance and encouragement) is a very positive aspect of the Prince Albert Community Education Centre. Having the Centre in Prince Albert makes these services available to all students.

- Support services must continue to be delivered to students.

7. Identity

- Students in Human Justice need an identity. There is a need for group solidarity through the Community Education Centres, Gabriel Dumont Institute, students societies.

8. Morale

- There is significant pressure on faculty (lack of resources) and on students (economic and social). The pressures on students affect the learning environment and thus the learning ability.

9. Other Options for Human Justice

- All possible options for the School must be explored; e.g., as a program within Social Work; in a Faculty of Human Services; as a program/department within Arts; as a private institution; or as a program out of the Univeristy of Saskatchewan Sociology Department.

SASKATOON

No formal agenda was set as in the other workshops, but the following provides a categorized and summarized description of the discussion.

1. Identity/Support/Survival

The following questions need to be answered before Human Justice proceeds:

a) Is there a need/demand for justice education in Saskatchewan?
b) What is the goal of Human Justice?
c) Who are we training?

- Human Justice must develop and implement specific survival plans and should solicit support from the community (e.g., College of Law at the University of Saskatchewan; Corrections Services; psychiatric nurses; etc.). **Motivation is the key to survival.**

- Need a formal system set up outside the University with a focal point to ensure energy is not lost. Focus for community support and leadership is critical.

- Funding sources for education re: new legislation (e.g., Young Offenders Act, Divorce Act) are available and should be explored.

2. Curriculum

- Core classes should maintain a consistant philosophy and should not be determined/affected by affiliation or organizational ties.

- Core could include:

  - *Introduction to Law* - legal research, structure of the law, legal issues in case work, law and society, origins of law, theory of law, jurisprudence. (NOTE: This should be taken early in the program to provide students with an orientation and a good basis to build on).
  - *Advocacy Skills* - how to interview, advocate, repair. (Could this be a practical component?)
  - *Introduction to Human Justice* - introduce students to a wide range of issues; e.g., law, young offenders, feminism.
  - *Social Control*
  - *Communication Skills*
  - *Human Growth and Behavior*
  - *Family Law*
  - *Drugs and Alcohol* - intervention skills.
  - *Health, Power and Control*
  - *Citizen and the State* - political philosophy, basic human rights, relationship between citizen and state.
  - *Global Justice* - need to link global reality; i.e., environment, technology, etc.

- Potential areas for curriculum growth:

  - justice and technology
  - labor studies
  - socio-legal research

- Most common/popular classes thematically are:

  1. criminal justice
  2. socio-legal
  3. social justice

- Need full-time faculty tied to each geographic location, especially if research is to take place (sadly lacking in Saskatoon).

3. **Models/Options for Human Justice**

- Options: autonomous/constituent relationship with Social Work; program within the Faculty of Social Work; program in a non-Social Work Faculty; Faculty of Human Services; Justice Institute; or School of Human Justice at the University of Saskatchewan.

- A discussion regarding a Faculty of Human Service raised the following:

  . professionals will oppose the concept
  . direction will come from Human Justice, not Social Work, as Human Justice has been conceptualizing with law, social sciences, and human services
  . philosophically Social Work supports a faculty of human services but do they support it substantively?

- Possible degree option - a common first year of study, 32 credit hours of core classes and 12 hours of focused electives.

4. **Student Services/Student Needs**

- Support for students should come from other students in the form of an advisory body, counselling, tutorials.

- In the past efforts have been made to accommodate "individualized" paths of study so Human Justice grads do not look the same. This unique aspect of the program **must be maintained.**

- The student body is changing; therefore, the Human Justice program must make changes which reflect the needs of both "mature" and "younger/less experienced" students.

5. **Human Service Experience**

- Need to re-examine the human service admission requirement. Are high school students necessarily less "mature" and should they be excluded?

  (There are advantages and disadvantages associated with students of different levels of maturity and experience in the classroom.)

- Need to develop information/liaison program to inform students about the Human Justice program.

REGINA

A. AGENDA

1. **Mission Statement**
    - What should the School look like?
    - specializing
    - organizational ties

2. **Practicum**
    - Options (co-op, rotations, etc.)
    - Index of available agencies
    - Volunteerism

3. **Core Themes**
    - Electives

4. **Grad Studies**

5. **Public Liaison/Public Relations**
    - Newsletter
    - Alumni
    - Student body
    - Workshops
    - Social Events

6. **Student Services/Support**
    - Registration
    - Class Offerings
    - Tutor
    - Ombudsman
    - Practicum coordination
    - New students
    - Counselling

7. **Sessionals**
    - Availability
    - Consistency

8. **New Classes**

   - E.g., professional standards

9. **Value of Human Justice Degree; i.e., Out-of-Province**

B. SUMMARY OF REPORTS AND DISCUSSION

1. Mission Statement

- Broad input; i.e., from faculty, students and the community is necessary to develop the mission statement. In doing so we must identify purpose, challenges (internal and external), recipients and curriculum.

- Human Justice is unique and should maintain a distinct identity if it must be connected to another program.

2. Practicum

- Practicums could be more effective if: students and agencies were better prepared; there was a coordinator in place; and different options were explored (e.g., political placements, internships).

- One practicum may not be sufficient; therefore, a practical component should be incorporated into each class.

- Practicums must be flexible and adaptable to individual needs.

3. Core Themes

- There should be some minimum requirements in various areas; e.g., law, sociology, economics, counselling theory.

- In contrast to pre-requisite requirements there could be "warning levels" attached to classes; i.e., a description of class requirements/expectations.

4. Grad Studies

- Continuing education opportunities such as professional development workshops are important.

- It is not necessary that grad studies originate from Human Justice. Negotiation with other faculties is an option.

5. Public Liaison/Public Relations

- Public relations/awareness is visibly lacking and has contributed to our current situation. An extensive public awareness/support campaign is necessary (mechanisms could include newsletter, alumni, student body, workshops, social events).

- The value of the degree is directly related to public awareness.

6. Student Services/Support

- Student services/support needs include: counselling; alumni; students association; tutorials; ombudsman; survival handbook; nurturing (new students); and registration that would place Human Justice students ahead of others (including Social Work students) for Human Justice classes.

- Existing resources make the above impossible to coordinate/organize.

7. New Classes

- Curriculum could be expanded in the areas of women's issues, advocacy and ethics/standards.

8. Survival

- Human Justice is in a crisis situation (resources being the most urgent issue) and there is a critical need to develop a plan of action and solicit provincial support/solidarity through the existing community networks.

- Mechanisms which need to be implemented immediately to move issues include: a program committee consisting of Social Work and Human Justice faculty plus a sessional representative responsible for organizational issues; and, an advisory committee which would include community and key internal and external individuals to respond to student needs.

APPENDIX F

Recommendations Re-Ordered for December 1988 Workshop

A. OBJECTIVES AND DESIGN

Overall Direction

1. (46)* The curriculum should be clearly defined and designed as a problem- oriented, (not single discipline) interprofessional based one.

2. (38) The strengths of Prince Albert in the area of criminal justice and corrections should be developed into a more deliberately focussed curriculum (and research program) for this location. This should include the issue of northern criminal justice and alternatives. Moves in this direction should not undercut the access to general university studies for the Human Justice degree for students in the Prince Albert region.

3. (96) A Faculty of Human Services might include, as a start, Schools of Social Work, Human Justice and Physical Activities; with each School having its own Director, wherre justified faculty would have cross-appointments.

Orientations

4. (41) The system of allocating courses by bands should be dropped and courses be redesigned as necessary to encourage all to stress and seek integration. This conception can be stressed in a new brochure, new calendar and in *"intake" courses such as HJ200 (Corrections Training) and* HJ304 (Introduction).

5. (45) Instead of requiring a balance in bands students should be required to obtain a balance in orientations. This should not rule out "focussed studies" in an area (cluster) which may tend to stress one problem-area or orientation over another.

6. (44) In reformulating the curriculum, courses should be more deliberately classified in terms of their intended, primary and secondary orientations.

7. (78) *The distinction between orientations to problem-areas and subject-matters be made to assist curriculum development.*

Courses (General)

8. (43) Courses should be revised and instructors encouraged to try to incorporate objectives, resources and assignments which address or encourage comparison of all 4 orientations to the study of justice.

9. (47) To be included in the curriculum, courses must clearly designate the justice problems with which they will deal. Courses should try to encompass the study of relevant issues, systems and sectors and modes of analysis and fields of intervention within them, rather than being exclusive to one or the other.

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* The second number in ( ) refers to the original number of the recommendation in the report.

10. (71) The class descriptions should be revised so that they can more easily be related to the orientations (criminal and social justice, human service and socio-legal).

11. (81) Before new course descriptions are submitted to University bodies for approval, relevant rural problems (issues, sectors, systems, interventions) should be incorporated. Consideration should be given to offering a selected topics class on "northern" and/or "rural" issues of justice to northern and/or rural classes to ensure that local and regional content is addressed.

12. (85) The reformulation of curriculum should strive for the kind of precision in course titles called for in 1979.

Clusters/Staging (General)

13. (72) "Clusters" of classes which form a focus (and directly prepare a student for a field) should be more clearly developed. The linking of HJ383, 389, 410, 411 and 421 to prepare to work with young offenders is an example. (This area is particularly vital since there is a crisis in part due to lack of education for the 300 youth workers in the eight main agencies in the province). *Another would be HJ414 (Planning), HJ384 (Peace and Development), along with the proposed new courses on environment and Technology. HJ410 (Mental Health), HJ455 (Social Control), HJ437 (Service Skills)and the proposed new class on advocacy could also be a cluster.*

14. (48) Both "core" courses and "clusters" of classes should be organized so as to expose students to the orientations, introduce both problems and analyses, and facilitate substantive syntheses *which help enhance applied abilities.*

15. (49) Rather than sequencing classes, there should be explicit recommendations in the calendar and course descriptions about *interrelationships and combinations of courses.*

16. (74) Where background from one or more classes is deemed vital for another class, it (or one of them) should be recommended before the other is taken (e.g., HJ300 before HJ381).

Cross-Referencing (General)

17. (79) The cross-crediting of other courses should be expanded and updated and the cross-credited classes should be included in orientations and clusters when possible. There is no point discussing specific classes without undertaking this review, but new courses dealing with such topics as Liberation Theology in religious studies *and Administrative Law in administration*, should be added to broaden the exposure to problems and theories of justice.

18. (42) Human Justice classes should no longer be classified outrightly in terms of Social Work's designations (A,B,C). While Social Work may decide to classify some Human Justice classes in this way (e.g. HJ437 as a "C" class), Human Justice should designate Social Work classes in terms of clusters appropriate to fields of study and work and not according to bands. It is noteworthy that Social Work's "C" has sometimes been applied to Human Justices' band II (e.g. HJ455 and 382), either by mistake or design. This matter needs clarifying, *since the apparent confusion is likely to be passed on to the many students who cross the 2 programmes.*

19. (80) As a means to begin discussions with Social Work regarding cross-crediting, Human Justice should designate any specific Social Work classes which clearly fit in the orientations and/or clusters.

20. (95) Both the reformulation of the Human Justice curriculum and its constitution as part of a Faculty of Human Services should give full consideration to the implications of the recommended transfer of the College of Law to Regina.

Calendar

21. (70) Twenty-seven existing Calendar or Selected Topics or mini-classes and 6 additional classes should be prepared for the Calendar. The preparation could be staged so that courses which have to be developed from scratch come last. Completely new classes could initially be offered as Selected Topics when ready to deliver. Library and bookstore resources must be enhanced for all these classes.

22. (69) Practicum, Selected Topics and mini-classes should be maintained in the Calendar.

23. (75) HJ304 (Introduction) should be renamed Explorations and renumbered at the 200 level and recommended for students wishing to enter the program without the human justice and service background. *This course could alternate between being a night and day class. (See Recommendation 37 and 56).*

24. (50) Courses should be renumbered to reinforce the problem-oriented, integrative approach to curriculum. (See Recommendation No. 73).

25. (73) Courses should probably be renumbered so that the *courses focussing on systems, sectors and issues* are in the 300 level and the more analytical and field-preparation ones are in the 400 level. This symbolism might provide more coherence in the Calendar *and help direct students in preparing their course of study.*

26. (68) The existing system of credit requirements for the Certificate and Degree should be reviewed, especially in view of the Academic Review (see Recommendation No. 86).

27. (97) The reformulated Human Justice curriculum should consider how it could be re-organized with a 3-credit hour system, if the University found pedagogic or other academic reasons for proceeding in that direction.

B. CURRICULUM AND COURSES

Recommend Discontinue

1. (1) HJ465 (Service Delivery) has only been offered 3 times in total up to 1980. Though it was to deal with the criminal justice system as a major case study of delivery systems in the human services, this can be addressed in other classes such as HJ300 (Criminal Justice) and HJ422 (Legal Systems) which have been offered regularly. Furthermore, the class is cross-listed with Social Work 465 and, if anything, should be re-developed as a generic human service class.

2. (2) HJ412 (Youth) was delivered 7 times in total up to 1982. It was developed in part, to provide both conventional and critical theoretical perspectives not provided in depth by Sociology courses on crime such as Sociology 208 and 215. But it has been superceded by HJ389 (Juvenile), which also addresses youth and justice issues, including the young offenders legislation. The interest in these issues obviously persists. Together, these courses were offered 19 times from 1979-1988. However, the latter course reflects the ideal, more integrated approach to classes sought by the programme.

3. (3) HJ446 (Organizations) was offered 5 times up to 1982. It provided an overview of services within the criminal justice system before other, more focussed courses which could address this existed. The newer course on Juvenile Justice (HJ389) or Women and Criminal Justice (HJ380) both contain material on such services. HJ300 (Criminal Justice) and/or HJ304 (Introduction) could easily provide the introduction to services in criminal justice. HJ200 (Corrections) should provide for historical and organizational analyses of corrections. *Since this area of study is so central to the Human Justice curriculum there is a need to consider how this area links to HJ411 (Citizenship) as well as HJ422 (Legal Systems) in particular, and to, perhaps, create a new less general class on Organizations. A working group on this cluster of courses could help clarify their interelations*

4. (4) HJ468 (Canada) was only offered 4 times up to 1982. Again it was a highly general course on the history and legacy of justice systems and practices in Canada. While this heritage must be addressed somewhere in the curriculum, perhaps in HJ300 (Criminal Justice) and HJ421 (Criminal Law), it no longer requires or justifies a course. Nor is the disciplinary approach (e.g., history of justice, economics of justice) practical or viable for the programme. *The curriculum would, however, be strengthened if a set of common readings on the history of legal and criminal justice systems was developed.*

5. (6) Though earlier it was stated that HJ351 (Criminology) could be revised to provide a more comprehensive overview of criminological/socio-legal perspectives, I now recommend that consideration be given to having HJ304 (Introduction) begin this task on the basis of case studies of current issues. This is compatible with the major objective of this course which is to provide a general orientation to problems and concepts of criminal and social justice. HJ351 could be revised as a more advanced class, or it could be merged with HJ430 (Multidisciplinary Perspectives) to explore ideas about human justice (including criminal and social justice) in some depth. *The preference is to have it become an advanced class that looks at the creative development of criminological theory in Canada in the 1980s by our own colleagues across Canada.*

6. (9) HJ435 (Economic Analysis) is too discipline bound to be justified, though such a class in Economics would clearly be cross-credited. Perhaps the title and scope should be changed to better reflect a problem-oriented course which focussed on such things as the cost-effectiveness of the criminal justice system. A "political economy of crime" course might be the best way to incorporate all these economic issues. That way not only could various (including economic) analyses be done of "crime, law and justice" but the options of preventive, and social reform measures could be compared to criminal justice intervention. *The whole issue of privatization of criminal justice could be included here.*

7. (11) HJ436 (Personality Assessment) is too subdisciplinary to be justified as a course and should be dropped. *The course was developed around one instructor with a particular interest in psychiatry and crime.* Anything pertinent could be addressed in HJ410 (Mental Health) *or in cross-credited courses on helping from other programmes.*

8. (20) Serious consideration should be given to dropping HJ385 (Helping) since it lacks the rationale of other courses in the curriculum. Material relevant to the School could be incorporated in a new class on Advocacy. This course was apparently developed because of difficulties registering for related Social Work courses, as well as a view that Social Work's approach in such courses as Communications and SW Practice was sometimes too narrow for Human Justice's interprofessional constituency. While there is a place for an expanded course which would analyze "helping," this one is too discipline-bound in psychology for this programme.

Cross-referencing courses in discipline-based departments should remain the preferred way to bring such courses, if relevant, into this curriculum. Ideally, the need for Human Justice students to be introduced to general theories and practices of helping could partly be met by social work or new human services courses. HJ437 (Service Skills) and HJ410 (Mental Health) should be able to do this in a way appropriate for justice studies. A revised HJ306 (Professions) might be able to tackle some issues of ethics and control related to helping.

9. (26) HJ380 (Women) and 382 (Women) should be combined into one course. Since they both deal with criminal and social justice issues (crimes against women, women in conflict with the law), the distinction in the course titles (social versus legal) does not really hold up. Furthermore the course description for HJ382 is highly specific, referring to 1 major tribunal in the 1970s as a rationale for the course. The rationale for a course on women and justice can probably now be rewritten to be more inclusive. The attempt to look at gender and justice as offered in the 1987 version of HJ380 should be taken into account. *Problems of women and justice should, of course, be raised throughout the curriculum, as should those involving Aboriginal people and other "sectors."*

10. (28) The second course numbered HJ381 (Explorations) should be dropped as a Human Justice class. This class *which was never offered* would be better as a generic human service class.

11. (31) HJ303 (Child Law) would be an excellent course for a fully fledged human services programme. It could help create a cluster of "child welfare" courses between Human Justice and Social Work. The course should, however, be listed as an example of the Selected Topic courses which are available on an irregular basis. This course has obvious links with HJ388 (Indigenous), HJ389 (Juvenile) and HJ423 (Family Law). HJ423 (Family Law) should remain the "core" course to introduce students to these broad socio-legal issues. HJ423 should be revised if necessary to incorporate material developed for HJ303.

12. (33) HJ301 (Welfare) could be considered as an additional class, somewhat analogous to HJ385 (Workplace) since it discusses the implications of a failure of the work-based income system for human justice. *Many issues addressed in this would, however, be considered in the new class proposed on advocacy.* A whole series of these special interest courses, including for example HJ414 (Planning), and even HJ410 (Mental Health), could be viewed as areas of focussed study in a reformulated curriculum. Discussions should occur with Social Work to ensure there is no redundancy over welfare rights studies. The class would be an ideal one to span several Human Service programmes. *In the interim such a class should remain a Selected Topics clourse.*

13. (36) HJ306 (Professions) should be developed as a Human Service core course, not as a Human Justice one. *Links with HJ411 (Citizenship), expecially mounting pressures for more professional accountability need to be considered.* Social Work would be one among many professions (legal, medical, educational, etc.) which would be investigated in terms of ethical and justice issues involved in intervention and planning. *If no such human service course is forthcoming, it could be maintained as a Selected Topic one in Human Justice.*

Recommend Continue

14. (5) The description for HJ410 (Mental Health) should be revised to reflect a more interprofessional and client-centered orientation to the study of mental health and criminal justice, including the issue of patients' rights, community care and evaluation of relevant legislation. There is the need to have such a class clearly distinguished from psychopathology or abnormal psychology. Also the need to tackle issues about "dangerousness" and fitness to stand trial should clearly distinguish this class from Social Work's classes on mental health (SW412). Clearly, research which is linking child abuse, multiple personality and violent crimes is central to this course.

15. (7) HJ437 (Service Skills) should be revised but retained since it provides a unique study of practical issues of social control and human service. I believe an ethical as well as legislative dimension

should be included in this class, and it should keep the real-world focus in its case studies. *Such things as extortionate relations and a critical re-examination of so-called reality therapies in operation in correctional institutions should be tackled in this class.*

16. (8) HJ455 (Social Control) should also be revised and retained. It, however, should probably be seen as more of an integrative and contextual course than it may have. Rather than "social control" being treated as though it were a single concept, the way different theories of the state, law and human services understand and interrelate with social control should be explored. A name change might be considered, as should its relation to Sociology 214. Consideration should be given to this course being recommended before HJ437 (Service Skills).

17. (10) HJ350 (Violence) should be retained, but as a more generic class on a variety of situations involving violence, including on an international plane. It would easily complement not only crime and justice issues but also peace and justice ones. *It could therefore relate to any future development of Peace and World Order studies.*

18. (12) HJ421 (Criminal Law), HJ422 (Legal Systems) and HJ423 (Family Law) should all be kept in the curriculum. However, serious consideration should be given to how the specific substantive issues in HJ421 and HJ423 are related to legal history and the broader questions of social science and philosophy of knowledge. Perhaps HJ422 (Legal Systems) should be recommended before these two classes to introduce the broader issues. HJ430 (Multidisciplinary Perspectives) could also be earmarked for exploring these issues in more depth. I suggest HJ421 (Criminal Law) be rewritten so that it is not so narrowly conceived, and it maintain the focus on public policy and programme. Ideally, instructors for this class should have some criminological as well as legal background. The interrelations between HJ423 (Family Law) should probably refer to HJ303 (Child Law) and HJ386 (Divorce), both of which will be discussed below.

(There are definitely some difficult conceptual issues raised by this group of classes that will still have to be considered in depth before reformulating the curriculum. These involve resolving better how various perspectives, disciplines and problems are to be intertwined in and between classes. (See Section 4.3 below.)

19. (13) HJ414 (Planning) should be maintained but no longer restricted to the "urban environment." Issues of private and public housing in social and economic justice are likely best included in this class. *With its concern for justice and spatial relations and market and state forces influencing the distribution of space and opportunities,* this course could be considered part of a social justice orientation, as well as providing policy studies within a human service education. *This course has the potential of reinforcing concerns about technology, environment and peace.*

20. (14) HJ411 (Citizenship) should be maintained but rather than being seen as a course on services per se it could be made a more generic course that explores the non-government responses to crime and justice issues. *Various theories of the individual and the state, of accountability and public participation and of community organizing are all relevant to this course.* As such it requires some knowledge of government and theories of the state including issues of national security and civil liberties which may require a separate course. *Political science courses on theories of the state should likely become cross-credited.* This course is particularly important for certificate students who lack access to political science, and might be recommended in such cases. The question remains whether HJ411 can sufficiently address community-based "corrections," and how it would relate to HJ381 (Alternatives). *(This relates to issues raised in Recommendation No. 3 above and 88 below).*

(89) HJ411 (Citizen) and HJ300 (Criminal Justice) should be reviewed to see if it is practical for them to handle all the problems that result from a socio-legal analysis of criminal justice policies and

programmes. If necessary an additional higher level course on criminal justice policy should be considered.

21. (15) HJ200 (Corrections) should be continued, if required, and could be made available on campus. It needs to be clearly distinguished from the less-focussed course HJ300 (Criminal Justice). One of these classes should be recommended before HJ381 (Alternatives).

(82) A revised HJ200 (Corrections) course should incorporate a historical analysis of the prison system to ensure this is covered in the regular curriculum. This is too central to this curriculum, allowing the integration of all four orientations, to be left to HJ300 (Criminal Justice) or HJ455 (Social Control).

22. (16) HJ401 (Police) should be maintained. Though the course description is quite comprehensive, there should be an attempt to deliver this course as complementing HJ421 (Criminal Law) so that students in fact do get an inclusive (not exclusive) socio-legal view of the tensions, inconsistencies and contradictions within the criminal justice system. This course needs to address issues of rights as well as justice. Clearly there could easily be enough material for 2 classes on policing *in the future, perhaps one of them on "community policing."*

23. (17) HJ430 (Multidisciplinary) should be maintained and revised to ensure it serves as a comparative and theoretical course for both criminal and social justice areas. It could integrate more material delivered through HJ351 (Criminology) *especially until such an advanced theoretical class is available. It should introduce issues of "economic justice" unless such a class is devised.*

24. (18) HJ424 (Human Rights) should be maintained. This overall area needs to be expanded in the curriculum. This might involve a new generic course on advocacy *which, among other things, would look at various model and practices of* ombuds offices. Consideration should be given to adding issues of immigration, or having this area as a new course or Selected Topics. Issues of refugees, exiles and immigration are not going to decline in the world in the next century.

25. (19) HJ386 (Divorce) be broadened to be more multidisciplinary so that socio-economic influences on family breakdown, the "feminization of poverty," the growth of single-parent households, and theories of contemporary kinship changes can be examined. The links with courses on conflict, development, family and child law, and gender all need to be made. So too, do links with courses on social work with families (SW437), and the sociology of the family (SW213), need to be considered.

26. (21) HJ388 (Indigenous People) should be maintained as a multidisciplinary course on justice problems facing Aboriginal and other indigenous people. Because of its target of human service professionals it could easily become a core course for a human service education. The course should not be seen as a specialized course on "native studies" since various other courses deal with issues facing indigenous people (HJ200, 389, 383, 381, 401). Nor should it be viewed as a course on social work with native clients. These issues, like issues of "women's studies," need to be dealt with throughout the curriculum.

27. (22) HJ387 (Conflict) should be maintained but expanded so that it can help form a cluster with the courses dealing with violence, divorce and peace. More emphasis should be put in the description on discussing the nature of conflict, and on other forms of stratified and mediated conflict (gender, generational, regional, international). This course could explicitly address non-violence. Courses dealing with so-called conflict and consensus theories of society, could be cross-credited to complement this course

28. (23) HJ383 (Drugs) should be maintained but re-evaluated, and if necessary, redesigned as a core course for the ExtensionCertificate on Chemical Dependencies. The class description needs rewriting to put more emphasis on cross-cultural comparisons, international development and United Nations' drug

conventions. A new course on international law would complement this course, as does HJ384 (Peace), and HJ388 (Indigenous).

29. (24) HJ389 (Juvenile) should be maintained to incorporate and supercede HJ412 (Delinquency). The course description could be rewritten to stress the socio-legal implications of the ***Young Offenders Act*** for the human services. It should address generational theory, including "youth as class" notions.

30. (25) HJ384 (Peace) should be maintained. The scope of the course could be reformulated so that there is a clearer link to HJ 350 (Violence), HJ 387 (Conflict) and HJ305 (Food). There is likely the need for a separate course to adequately address the growing socio-legal and social justice issues of environmental pollution, environmental health and environmental law, *all of which will become more vital to society as pressure mounts to ensure ecological sustainability*. The potential clearly exists to better link this class to a broader cluster of courses on peace and development within the university (International Social Welfare, International Relations, Rural Social Work, Sociology of the Military, etc.)

31. (26) HJ380 (Women) and 382 (Women) should be combined into one course. Since they both deal with criminal and social justice issues (crimes against women, women in conflict with the law), the distinction in the course titles (social versus legal) does not hold up. Furthermore, the course description for HJ382 is highly specific, referring to 1 major tribunal in the 1970s as a rationale for the course. The rationale for a course on women and justice can probably now be rewritten to be more inclusive. The attempt to look at gender and justice as offered in the 1987 version of HJ380 should be taken into account. *Problems of women and justice should, of course, be raised throughout the curriculum, as should those involving Aboriginal people and other "sectors."*

32. (27) HJ381 (Alternatives) should be maintained but expanded so that it includes more cross-cultural material. More examples of alternatives could be listed in the description. The issues of "informal justice" need to be spelled out clearly in this course outline. Links with HJ388 (Indigenous) and HJ411 (Citizenship) should be considered. One of HJ200 (Corrections), or HJ300 (Criminal Justice), or perhaps, HJ422 (Legal Systems) should be recommended before this course.

33. (30) HJ385 (Workplace) should be maintained since it is the only course that focusses on socio-legal issues pertaining to working conditions. In that it is somewhat analogous to HJ423 (Family Law) this class might be retitled to include the notion of labour law. Ideally, instructors would have criminological and labour, not just legal, background. Since this class refers to the "impact of technological change," it is clearly one way to introduce the issue of technological impact and justice into the curriculum (automation, unemployment, etc.) Such issues of technological change and impact likely warrant a separate course. *As such, it links to HJ414 (Planning). Consideration should be given to a separate class on technology and its socio-legal impact, including the issues of "computer crime," technological impact on social control and human services, etc.* Consideration should be given to cross-crediting some classes from Labour Studies at the University of Saskatchewan.

(53) The class on the Workplace (HJ385) should be revamped, possibly as "Justice and Work," to also consider "workers" as a sector facing particular problems of rights, control and justice. This class would continue to act as an introduction to the "field" of labour law. Closer links with Labour Studies at the University of Saskatchewan would also be mutually constructive.

(90) HJ385 (Work) should cover the special problems of the workplace and working conditions that exist in the criminal justice system.

34.(35) HJ380a (Gender) should be merged with HJ380 and 382, as previously discussed and the course a more "sector" oriented one. This raises some difficult and controversial questions about how best to address problems of patriarchy, gender stratification and the pursuit of justice. Though the stress on "gender," including male as well as female, does not fit some models of "feminism," it seems the appropriate way to tackle these problems within the School.

35. (29) HJ302 (Information) should be expanded into a more inclusive course on Socio-Legal Research (possible title). This course should be seen as more central to the curriculum, perhaps complementing HJ304 (Introduction). In addition to the legal library research emphasized at present, this course could include some "hands on" experience with criminal justice databases from the Centre for Justice Statistics; and address some of the problems of research methodology regarding state records, policy and program. To ensure that more research methods are built into the programme, consideration should be given to cross-crediting the Sociology 203 class on research methods.

36. (32) HJ304 (Introduction) should be developed as a fully fledged course and strongly recommended for students considering the certificate or bachelor program. It should, perhaps, be required for students without direct justice experience. The course should attempt to introduce students to the interprofessional (human service), socio- legal (multidisciplinary) and pursuit of legal and social justice through case studies. It should likely be called "Explorations" so as not to falsely reinforce the notion of pre-requisites.

(75) HJ304 (Introduction) should be renamed "Explorations" and renumbered at the 200 level and recommended for students wishing to enter the program without the human justice and service background. *This course could alternate between being a night and day course. (See Recommendations 37 and 56).*

37. (34) HJ302 (Food) is a timely example of the type of social problem-oriented course on justice. It could link global and regional analysis and would fit well with a peace and development cluster including HJ383 (Peace), HJ387 (Conflict) and HJ350 (Violence). It has a particular relevance in Saskatchewan at this time due to the farm crisis. *The title should probably include the term "hunger" so that the justice problems are explicit.*

Additional Courses

39. (51) A course on "advocacy" should be created for the curriculum. The value of this assembly of abilities is acknowledged in the interviews of practicum agencies and employers. It was also a recommendation made at the May 1982 Saskatoon Workshop.

40. (52) If some sectoral classes are deemed necessary to focus on justice problems facing particular groupings of people (youth, native, women), a class should be created on "Justice and Aging." Such a class is becoming more vital with Canada's aging population, and could easily contribute to a Human Service Faculty's concern with socio-health problems. Perhaps Social Work's class on aging could be reformulated to also meet this purpose.

41. (62) A new course or courses should be developed on security and terrorism issues (from the perspective of all of the orientations). Besides expanding the curriculum into these focussed studies, which can link to many other courses, these would ensure more internal expertise is developed and available for PJR-related research.

42. (81) Before new course descriptions are submitted to University bodies for approval, relevant rural problems (issues, sectors, systems, interventions) should be incorporated. Consideration should be given to offering a selected topics class on "northern" and/or "rural" issues of justice to northern and/or rural areas to ensure that local and regional content is addressed.

43. (91) A new course on problems of "Economic Justice" should be considered for the curriculum. In the interim these problems should always be included in HJ430 (Multidisciplinary) and HJ304 (Explorations).

44. (92) Discussions should be held with the School of Journalism about their ability to teach a class which would examine how the media handles problems of criminal and social justice, including the way human service policy issues are addressed. Such a course (which would include some relevant communications research and theory) should exist, if it presently does not somewhere in a university in the electronic age.

45. (23) HJ383 (Drugs) should be maintained but re-evaluated, and if necessary, redesigned as a core course for the Extension Certificate on Chemical Dependencies. The class description needs rewriting to put more emphasis on cross-cultural comparisons, international development and United Nations' drug conventions. A new course on international law would complement this course, as would the development issues raised in HJ384 (Peace), and HJ388 (Indigenous).

46. (25) HJ384 (Peace) should be maintained. The scope of the course could be reformulated so that there is a clearer link to HJ 350 (Violence), HJ 387 (Conflict) and HJ305 (Food). There is likely the need for a separate course to adequately address the growing socio-legal and social justice issues of environmental pollution, environmental health and environmental law,*all of which will become more vital to society as pressure mounts to ensure ecological sustainability.* The potential clearly exists to better link this class to a broader cluster of courses on peace and development within the university (International Social Welfare, International Relations, Rural Social Work, Sociology of the Military, etc.).

47. (30) HJ385 (Workplace) should be maintained since it is the only course that focusses on socio-legal issues pertaining to working conditions. In that it is somewhat analogous to HJ423 (Family Law) this class might be retitled to include the notion of labour law. Ideally, instructors would have criminological and labour, not just legal, background. Since this class refers to the "impact of technological change," it is clearly one way to introduce the issue of technological impact and justice into the curriculum (automation, unemployment, etc.) Such issues of technological change and impact likely warrant a separate course. *As such, it links to HJ414 (Planning). Consideration should be given to a separate course on technology and its socio-legal impact, including the issues of "computer crime," technological impact on social control and human services, etc.* Consideration should be given to cross-crediting some classes from Labour Studies at the University of Saskatchewan.

48. (76) A course with a socio-legal and multidisciplinary orientation to bioethics should be created. Alternatively, such a course could be cross-credited from another programme along the lines discussed earlier.

C. RESOURCES

Human Justice

1. (61) Human Justice should be assured adequate faculty, support staff and sessional funds to enable it to deliver a quality programme. Otherwise, it is a waste of time to reformulate the curriculum.

As of fall 1990 the School of Human Justice had been reaffirmed by Executive Council and Senate as an autonomous programme, with its own Director. It presently has 4 base budget positions.

2. (55) Resources should be provided so that Human Justice is able to provide one faculty member to coordinate practicum-related matters on a focussed, ongoing basis.

3. (70) Twenty-seven existing Calendar or Selected Topics or mini-classes and 6 additional classes should be prepared for the Calendar. The preparation could be staged so that courses which have to be developed from scratch come last. Completely new classes could initially be offered as Selected Topics when ready to deliver. Library and bookstore resources must be enhanced for all these classes.

4. (86) The creation of an adjunct faculty in Human Justice should be explored with the Faculty and University. This would create a more stable core than sessionals (adjunct faculty would be listed in calendar, and involved regularly in research and perhaps practica) (see Recommendation No. 91).

(102) Human Justice should consider appointing long-term, reliable sessionals who have been involved in research and practica as adjunct faculty as one means to better integrate non-permanent faculty into the School (see Recommendation No. 75).

5. (87) Human Justice should explore having senior or advanced Human Justice students act as teaching assistants and having such experience as one alternative way to get human service experience (teaching is a human service) (see Recommendation No. 90).

6. (93) Because the Board of Governors' April 1987 cutting of the School's budget pre- judged the findings of its own agreed to process for an academic review; and furthermore, because the Task Force has found the School's programmes and approaches to be appropriate for the University's mission, that the School's funding be returned to its relative level in the University prior to the budget cuts.

7.(100) The library resources available for Human Justice courses and PJR research interests should be reviewed. The "Native and Justice" library collection should be indexed and/or housed in a manner that it can be easily accessed by Human Justice, Saskatchewan Indian Federated College (SIFC), Native Human Justice, or other interested university programmes.

8.(103) Human Justice should review its dependence on sessional instructors with a view to shifting more responsibility to full-time faculty positions. A doubling of the full-time faculty would be required to fully deliver existing courses.

Prairie Justice Research

9. (63) PJR should request University base budget support for a half-time research secretary, and the additional space required to house research projects as a minimum requirement to continue its operation. This is consistent with Recommendations 6.4, 6.8, 6.11, and 6.12 of the Academic Review Task Force.

10. (64) Before PJR engages in further negotiations for federal funding it should have the necessary core faculty to act as researchers. This was never possible with less than five full-time faculty.

11. (66) If a viable research unit is possible, it should be as decentralized and explore a developmental grant to strengthen focussed research in Alternatives to Corrections at the Prince Albert CEC. This would directly fit into the new Solicitor General Contributions Programme.

12. (67) If minimal financial, staff and faculty resources or assurances of such resources do not exist to allow participating in the new round of negotiations for federal funds, PJR should seriously look at the option of disbandment.

13. (99) Some minimal base budget direct support should be provided by the University for PJR (see Section 5.3).

D. ORGANIZATION

Human Justice

1. (58) The constitutional and academic autonomy of the School of Human Justice should be recognized as a separate issue from the cuts. A presentation should be made to University administrators advocating the viability of Human Justice as an autonomous programme. This is particularly crucial if the School is to be involved in negotiations about reconstituting within a Faculty of Human Services (see Recommendation No. 85).

2. (86) The creation of an adjunct faculty in Human Justice should be explored with the Faculty and University. This would create a more stable core than sessionals (adjunct faculty would be listed in calendar, and involved regularly in research and perhaps practica) (see Recommendation No. 91).

3. (94) The School of Human Justice should be returned to its full operational role as an academic planning and degree granting unit. This is indispensable so that it can begin to enter into collegial discussions with Social Work and Physical Activities about the formation of a Faculty of Human Services *or any other evolutions at the University.*

4. 102) Human Justice should consider appointing long-term, reliable sessionals who have been involved in research and practica as adjunct faculty as one means to better integrate non-permanent faculty into the School (see Recommendation No. 75).

5.(103) Human Justice should review its dependence on sessional instructors with a view to shifting more responsibility to full-time faculty positions. A doubling of the full-time faculty would be required to fully deliver existing courses.

Prairie Justice Research

1. (60) The School or some other autonomous status should be maintained so that Prairie Justice Research has the ability to receive federal contributions as a criminology research centre. This direct research role is seen as crucial to resource and inform curriculum development in this new field of justice studies.

2. (65) If direct research resources equal to those that existed before the cuts in the School are not internally available, the PJR Working Group should be explored as the preferred alternative strategy. This could not be seriously considered or attempted without University guarantees of minimal resources, and assurances that the University in fact supports such interdisciplinary collaboration.

3. (67) If minimal financial, staff and faculty resources or assurances of such resources do not exist to allow participating in the new round of negotiations for federal funds, PJR should be disbanded at the end of this 1988 fiscal year.

E. ACCESS/ADMISSION

Access

1. (37) More Human Justice courses should be made available to a broad range of day-time undergraduate students whose needs cannot be met through part-time evening classes. This relates to the discussion of admissions in section 5.1 (see Recommendation 56).

2. (40) The courses available in "other" locations should be increased to be about the same percentage as are the students from these areas. The ease of accessibility of these "other" students to other locations must be taken into account.

3. (104) Human Justice should continue to work to enhance off-campus learning opportunities and resources.

Admission

4. (54) Practicum panels should be held earlier in the students' programmes with the option of earlier practicums or two shorter practicums.

5. (56) Alternative ways to meet the human service experience requirement should be devised so that younger students and students without direct experience are able to enroll in the programme.

6. (75) HJ304 (Introduction) should be renamed "Explorations" and renumbered at the 200 level and required (unless permission otherwise) for students wishing to enter the programme without the human justice and service background. *This course could alternate between being a night and day course (see Recommendations 37 and 56).*

7. (87) Human Justice should explore having senior or advanced Human Justice students act as teaching assistants and having such experience one alternative way to get human service experience (teaching is a human service (see Recommendation No. 90).

8. (101) Human Justice should review its own admission processes for UEP students and explore the use of senior students as tutors (see Recommendation No. 76).

F. LIAISON/HUMAN SERVICES

Liaison

1. (39) Greater links should be made in Saskatoon with the Faculty of Law, Native Law Centre, Sociology Department and Labour Studies at the University of Saskatchewan to strengthen the socio-legal aspects and resources of the Human Justice curriculum.

2. (42) Human Justice classes should no longer be classified outrightly in terms of Social Work's designations (A, B, C). While Social Work may decide to classify some Human Justice classes in this way (HJ437 (Service Skills) as a "C" class), Human Justice should designate Social Work classes in terms of clusters appropriate to fields of study and work and not according to bands. It is noteworthy that Social Work's "C" has sometimes been applied to Human Justices' band II (HJ455 and 382), either by mistake or design. This matter needs clarifying, *since the apparent confusion is likely to be passed to the many students who cross the 2 programmes.*

3. (53) The class on the Workplace (HJ385) should be revamped, possibly as "Justice and Work," to consider "workers" as a sector facing particular problems of rights, control and justice. This class would continue to act as an introduction to the "field" of labour law. Closer links with Labour Studies at the University of Saskatchewan would also be mutually constructive.

4. (80) As a means to begin discussions with Social Work regarding cross-crediting, Human Justice should designate any specific Social Work classes which clearly fit in the orientations and/or clusters.

5. (95) Both the reformulation of the Human Justice curriculum and its reconstitution as part of a Faculty of Human Services should give full consideration to the implications of the recommended transfer of the College of Law to Regina.

Human Services

6. (52) If some sectoral classes are deemed necessary to focus on justice problems facing particular groupings of people (youth, native, women), a class should be created on "Justice and Aging." Such a class is becoming more vital with Canada's aging population, and could easily contribute to a Human Service Faculty's concern with socio-health problems. Perhaps Social Work's class on aging could be reformulated to meet this purpose.

(57) A Faculty of Human Services should be created in such a way that the strengths of the Human Justice programme are maintained. Some Human Justice courses could be revised to be part of a Human Service core curriculum.

7. (59) If a Faculty of Human Services is created at the University, the Human Justice Degree and Certificate programme should be maintained as part of that Faculty or in some other location in the University.

8. (77) If a Human Service Faculty is considered, several Human Justice courses should be redesigned as "core" courses.

9. (88) There should be an equitable distribution of all support resources among programmes in the Faculty (Human Justice, Social Work), and within any future Faculty of Human Services.

10. (94) The School of Human Justice should be returned to its full operational role as an academic planning and degree granting unit. This is indispensable so that it can begin to enter into collegial discussions with Social Work and Physical Activities about the formation of a Faculty of Human Services *or any other evolutions at the University.*

11. (96) A Faculty of Human Services might include, as a start, Schools of Social Work, Human Justice and Physical Activities; with each School having its own Director. Where justified faculty would have cross-appointments.

G. FUTURE PROJECTS

1. (38) The strengths of Prince Albert in the area of criminal justice and corrections should be developed into a more deliberately focussed curriculum (and research program) for this location. This should include the issue of northern criminal justice and alternatives. Moves in this direction should not undercut the access to general university studies for the Human Justice Degree for students in the Prince Albert region.

2. (66) If a viable research unit is ensured, it should be as decentralized and explore a developmental grant to strengthen focussed research in Alternatives to Corrections at the Prince Albert CEC. This would directly fit into the new Solicitor General Contributions Programme.

3. (83) As soon as possible a willing practicum student should undertake oral histories on the development of Human Justice. This should include the early instructors listed in this report, and long-time full-time faculty - especially those who have left or are leaving (P. Havemann, K. Couse) - as soon as possible. O. Driedger and R. Schriml are obvious resources. University archives should be involved in this project if at all possible.

4. (84) If PJR receives adequate resources to continue, it should seek funds to convene a workshop to reflect on the impact of the last ten years of policy-relevant research on the overincarceration of Indigenous people in Saskatchewan, and to devise new strategies. This could be linked to the various public inquiries raising questions about Native people and the criminal justice system, as well as to PJR's past focussed research for the Solicitor General. This workshop would have direct implications for HJ381 (Alternatives) and HJ388 (Indigenous).

5. (105) The recommendations in this document should be the basis for workshops to get critical and direct feedback from Human Justice students in the 3 locations where the programme is offered.

6. (106) *A new updated brochure detailing the development of the programme and decisions about reformulation arising from discussion of this report should be widely distributed as quickly as possible (see Appendix C).*

7. (107) *More collegial relations should be established with criminology programmes across Canada for the purpose of discussing curriculum. This report could be sent to them to start this process.*

APPENDIX G

UNIVERSITY OF REGINA
MEMORANDUM

DATE: December 5, 1988

TO: Bob, Ron, Keith, Jim

FROM: Mary

RE: **HJ Curriculum Workshop Notes (December 1988)**

Attached are my notes from the workshop this past weekend.

Perhaps each of you might want to make additions, deletions, revisions, or whatever to my version. I could then incoroporate all of the suggestions to produce on complete set of notes recording the discussions at the workshop. Would this be a useful document at this time?

My notes might be a little weak or incomplete, especially with respect to the discussion about specific recommendations.

Is this record of the workshop intended only for our own internal use? Do we want to send any written materials to workshop participants? If yes, what do we want to send them? Any comments about these questions?

You may be tempted to put this memo to the bottom of your piles of paperwork. Resist! Let's try to sort through the issues outlined in this memo as soon as possible in order that the curriculum reformulation process can continue.

/mg

School of Human Justice
Curriculum Review Workshop

December 2 and 3, 1988

FRIDAY, DECEMBER 2, 1988

Overview of Curriculum Review (Jim Harding)

- Need time during the workshop to discuss implementation of the revised curriculum.

- Need time during the workshop to discuss Community Education Centre (CEC) perspectives.

- Decided against examining the objectives in a traditional way. Instead, decided to learn and document what was created over the 10 year history of the School.

- The curriculum review is not a social history, although this should be done.

- The curriculum review attempted to reconstruct the curriculum as it has been delivered, through the use of artifacts such as course descriptions.

- The objective of the curriculum review was to reformulate the Human Justice Programme.

- The reforumulation process was started by culling courses (4 courses were culled) and then by looking at patterns of what has been delivered most often.

- If a hypothetical student took the de facto core courses, they would receive an incredible education.

- The waves are the peaks in new courses. They relflect layers of curricula developed over a 10 year period. The headings of the waves can be debated, but they are definitely reflective of trends in the develoment of Human Justice courses. The waves may even be symbolic of societal trends, for example, the first wave and prison riots such as at Attica have a strong association.

- Key words, concepts, and course rationales were also employed.

- The method used in the reformulation process obviously compares "apples, oranges and bannanas."

- The review indicates a good range of courses across the centres.

- High and low priority courses by centres offer specific insights.

- There is distinct curricula in the 3 centres of Regina, Saskatoon, and Prince Albert. Do we want to more carefully plan? Saskatoon appears more as an appendage of Social Work, likely due to no Human Justice personnel permanently located in the city.

- The curriculum review incorporates ideas originating from the 1988 spring curriculum workshops held in Prince Albert, Saskatoon and Regina.

- Human Justice is not a criminology department. Therefore, comparisons with criminology department curricula were not made. But, criminology departments are using more socio-legal approaches and language and at some point in the future it would be useful the make the cross-Canadian comparisons.

- The curriculum review critiqued the "bands" and examined other ways to conceptualize Human Justice course offerings.

- The four orientations in the curriculum review document should be thoroughly debated.

- It should be clear that the orientations have a different purpose than the bands.

- There is a broad scope in course offerings, but there is a need to think about orientations to the study of justice which underlies issues.

- The four orientations entered the "language" during the 1984 curriuclum review stage.

- During the 1984-1985 period there was agreement among the full time faculty to test the proposed four orientations with sessional instructors.

- Paul Havemann had a major influence on the development of HJ courses. But, how aware was he of what this influence was?

- The next step in the curriculum review process was to forget about the issues over the bands and the orientations and a search for a typology which grasped the actual kinds of courses developed.

- This led to the distinction between systems, sectors, issues, analysis and fields. Fields should not be stereotyped as practice.
- The grouping on analysis (or synthesis) is similar to what band II was supposed to do.

- Course rationales reaffirmed the notions of adult learning - adults create their own programme. The reformulated curriculum, however, should help students refine their selections. It creates a more coherent way of organizing courses - but does not predetermine the nature or quality of learning.

- We shouldn't even pretend we could deliver a sequenced curriculum, but we should create more coherence. This line of thinking leads to the notion of a web. People learn in all sorts of ways. There is a need to be responsive to a vast constituency.

- The curriculum review document ends by examining issues of implementation.

- There is a need to link the curriculum reformulation with an implementation strategy devised at this workshop.

- There is a recommendation in the reformulation for adjunct faculty, because of HJ's dependence upon sessional instructors.

- There is a suggested organization of classes into levels and clusters, but still with no prequisities.

- Human Justice can't do the same as a faculty of 40.

- The onus is on Human Justice to link to University-wide Review, but there is a need to be realistic about what we can actually accomplish with our sparse resources.

Comments on Curriculum Reformulation (George Richert)

- The School of Human Justice is important to the University and society.
- Likes the approach to orientations and the web concept - it is a sound approach.
- Education Faculty is more structured - difficulty with apples, oranges and bananas. Is there a need for some structure? Do we learn some things before others?
- Need to take into consideration the changing nature of the student body.
- Acknowledges the adult education approach.
- Adjunct faculty is a good idea.
- In terms of the University of Regina Task Force recommendations, forget about structural recommendations in the report (for example, a human services faculty) for the next 5 to 10 years.
- Restructuring of mission statement will put professional programs on equal footing with Arts.
- The Curriculum review process did not begin with examining objectives, but is Human Justice satisfied with student knowledge and values? Another way of getting at objectives is to look at it from this perspective.
- Whether we can implement changes is an absolute essential question. It is going to have to be done with four permanent core Human Justice faculty, at least in the foreseeable future.
- There is a possibility of base budget funding for Prairie Justice Research.
- Human Justice is an incredibly important progamme for society.

Clarifications (Jim Harding)

- The School's objectives were considered in HJ's brief to the Academic Review Task Force. There was feedback from the follow-up study of HJ Graduates and interviews with practicum agencies.
- The fact that HJ courses are a service to the Social Work student body is different than HJ's original objectives. For example, it was initially thought that judges, lawyers, and police could pursue HJ studies.

Comments (George Richert)

- Spoke with the Academic vice-president - practicum is not a substitute for real studies and community work is essential in this program.
- Can students concentrate - Is it a student choice, or is there a core?

Discussion

- Student counselling - focussed studies.
- Resources are essential for the reformulation of the HJ curriculum.
- Human Justice is alive and well.
- This approach is more labour-intensive, but will result in clarity in calendaar and in student counselling.
- Who are the current students? Are they different than in the past? This information is essential - it needs to addressed.
- Liked ideas, but what is realistic in terms of implementation?
- What can we honestly tell students about the future of Human Justice studies?
- If all we can do is offer clearer descriptions of classes, this is an improvement.
- A plea is made for the generalist.
- Bands were not intended as an area of specialization, but that identity was adopted. The reformulated curriculum stengthens the concept of the generalist through overall exposure to all 4 orientations.
- A focus is differnt than specializaion.
- As an employer (Pine Grove) - confirms the need for graduates who are strong generalists.
- Combining of generalist approach and sequencing?
- There is so much in the proposals that the implementation process might be delayed too long.
- Bananas are not bio-degradeable.
- Shouldn't use resource issue an excuse for not stating rational - but set minimal resources needed. Send a clear message to ourselves and students about the program.
- Decide what we are, what we want, and what we want to grow into.
- There is a proposal for 12 task areas to begin the process of reformulating the curriculum.
- 6-3 in Saskatoon offers more flexibility in terms of course delivery.
- Suggestion that revised HJ calendar description describe processes for screening students.
- How do we communicate and when.
- Annette's ideas of working groups and task areas.
- Diagram of U. of Regina decision-making structure is needed.

SATURDAY DECEMBER 3, 1988

- **Rec. No. 1[*] on *Service Delivery:*** Cross-credited course in Social Work, drop as Human Justice course.

- **Rec. No. 2 on *Youth:*** Superceded, maybe beef up Sociology courses. Cross-credited with Sociology. Might be offered as a selected topic course.

- **Rec. No. 3 on *Organizations:*** Flag this course. Might be offered in 411 on citizenship. Another option is HJ300.

- **Rec. No. 4 on *Canada:*** This subject matter is easily integrated into other courses, for example, HJ300 or others. Flag this course, and look at where this information is taught, i.e., legal systems. Is there a common set of readings?

- **Rec. No. 5 on *Criminology:*** Perhaps create a course on criminological theory. What it was can be taught elsewhere. Drop it.

- **Rec. No. 6 on *Economic Analysis:*** Time needs to be spent with Economics to help them develop a course in this area. This is an area to work on in the cross-crediting. Issue of privitization needs addressing somewhere.

- **Rec. No. 7 on *Personality:*** Has been dropped in practice. Agreed to drop. Remains an important area in a Human Service Faculty.

- **Rec. No. 8 on *Helping:*** Working group possibility. Students won't have access to SW390. Helping class as described is not adequate. Go over experience of people who have taught the class. Looked at titles and content. Scheduled for Gabriel Dumont for the Spring.

- **Rec. No. 9 on *Women:*** Agreed to combine two courses on women and justice and retitle it Gender and Justice. Can also cross-credit other new courses in gender issues - maybe even University of Saskatchewan courses.

- **Rec. No. 10on *Explorations:*** Agreed to drop.

- **Rec. No. 11 on *Child Law:*** Use a working group to explore this area. Keep it on selected topics. What are other courses which need to be developed in this area?

- **Rec. No. 12 on *Welfare:*** Agreed maybe cross credit Social Work class, maybe address in new advocacy class.

- **Rec. No. 13 on *Professions:*** Agreed not make into full-fledged class. Would be excellent course in Human Service Faculty. Maybe built some material into advocacy class.

- **Rec. No. 19 & 20 on *Planning and Citizenship:*** Only one teacher for Planning. Problem -topic oriented course. Citizenship taught by a number of people, historically a discussion of case studies. Planning course description should emphasize spatial justice, maybe re-name course title. Are there two courses under one title for Citizenship? Think about two classes and a class on the theory of the state. Triple package, for example, tutorial, case studies, and theory. Citizenship needs to be split.

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[*] These refer to numbers in Section B, Appendix F.

- Community - organizations, participation - There is a need for this area of study to be included in the curriculum.
- What about issues of privitization and volunteerism?
- 2 recommendations are missing. bioethics (page 90) and technology rec. no.30.
- A skill area missing in HJ curriculum is administrative law.
- Would law school courses in labour law be more useful?
- Administrative law is an advocacy skill, perhaps build the administrative skills into the advocacy area.

NOTE: It was agreed to proceed with the reformulation of the HJ curriculum (HJ Program Committee members were present at workshop. Ron Schriml agreed to work on providing details of time lines.

WORKSHOP PARTICIPANTS

Merv Phillips

Dale Butler

Susan Shanks

Lorelee Manning

Annette Neustaedter

Ron Schriml

Edgar Epp

Keith Couse

Florence Flynn

Bonnie Jeffery

Kathleen Plosz (Friday Evening Only)

Bob Ruttenberg

George Richert (Friday Evening Only)

Monica Schubert (Friday Evening Only)

Jim Harding

Mary Gianoli

Rick McCormick

Linton Smith (Saturday Only)

APPENDIX H

TASK AREAS

1. Mission (Ron Schriml)

This group's task is to articulate a mission statement for Human Justice. It should describe the philosophy of and objectives of the School. It should provide a statement of orientation and direction for the next decade.

2. Organization (Keith Couse)

This group's task is to identify and clarify roles and responsibilities of Human Justice within the University and to the Faculty of Social Work. As well this task force group will establish staffing levels for Human Justice and deal with issues of credit transfers.

3. Commitment (George Richert/Keith Couse)

To clarify University commitments to funding of the School, (staffing levels, PJR).

4. Options (Rick McCormick)

This group's task is to develop an options paper. The paper should look at various options available to Human Justice. Some ideas presented at the workshop included: pre-law/Faculty of Law, U of S, Sociology, SIFC, and Faculty of Human Services. Consideration should be given to both different configurations within the University of Regina and also different links with professions outside of the University of Regina in both other universities and other educational institutions. Other suggested persons for this task area were Michael Dougherty and Larry Kowalchuk.

5. Admissions (Lorelee Manning)

This group's task is to review and recommend an admissions policy, procedure for Human Justice. This would include practicum, student services, university entrance, faculty advisory systems and specifically address the issue of "years of human service."

6. Core Curriculum (Merv Phillips)

This group's task is to review and recommend possible clusters, focus of studies, and interconnecting of courses.

7. Cross-Referencing (Bob Ruttenberg)

To develop a philosophical paper on criteria of cross-referencing H.J. courses with other faculty courses, to reinforce our multi-disciplinary basis, assemble some recommendations about classes to be cross-listed. Other task area members recommended are Dick Pope and Barry Anderson.

8. Course Descriptions/Revisions (Jim Harding)

To review the current course descriptions, to make revisions to update and clarify descriptions.

9. New Course Development (Dale Butler/Florence Flynn)

To think about courses which have never been offered, e.g., justice and aging, bioethics.

10. Calendar (Jim Harding)

To review and revise the Human Justice section in the University calendar to reflect current mission and as an informational and student planning document.

11. Liaison/Networking (Edgar Epp/Annette Neustaedter)

To provide a paper that would identify networks, recommend liaisons that Human Justice should work with to strengthen and further develop its community and political base. It should include consumers, employers, potential student bodies and community agencies.

12. Prairie Justice Research - Future Development (Mary Gianoli)

To prepare a document which provides a mission statement for Prairie Justice Research, objectives for the next decade, and an organizational program description.

CLUSTERS

CLUSTER 1

Ron Schriml
Interim Report February 1, 1989
Report March 1, 1989

Mission
Liaison/networking
Commitment
Options

CLUSTER 2

Jim Harding
Report March 1, 1989

Core Curriculum
Cross-Referencing
Course Description
New Course Development

CLUSTER 3

Keith Couse
Interim Report March 1, 1989
Final Report May 1, 1989

Organization
Admissions/Practicum/Student Advising
Calendar
PJR - Future Projects

Members of Advisory/Working Committee

NAME	LOCATION	PHONE
Ron Schriml	Prince Albert	764-6891
Keith Couse	Regina	585-4033
George Richert	Regina	585-4563
Rick McCormick	Saskatoon	653-1868
Lorelee Manning	Regina	757-3521
Merv Phillips	Regina	569-0811
Bob Ruttenberg	Regina	585-4035
Jim Harding	Regina	585-4034
Florence Flynn	Regina	359-4262
Dale Butler	Regina	777-4797
Annette Neustaedter	Prince Albert	953-3100
Edgar Epp	Saskatoon	931-2508
Bonnie Jeffery	Saskatoon	652-3923
Mary Gianoli	Regina	585-4064
Susan Shanks	Regina	n/a
Kathleen Plosz	Regina	n/a
Monica Schubert	Regina	586-4756
Linton Smith	Regina	787-5517
Michael Dougherty	Prince Albert	764-8893
Larry Kowalchuk	Saskatoon	978-2222

INTEREST GROUPS

Helping/Advocacy

Dan Sydiaha
Florence Flynn
Annette Neustaedter
Bonnie Jeffery
Eva de Gastonyi

Youth/Legal Systems

Linton Smith
Merv Phillips
Keith Couse
Rick McCormick

Citizenship/State

Dale Butler
Keith Couse
Ron Schriml

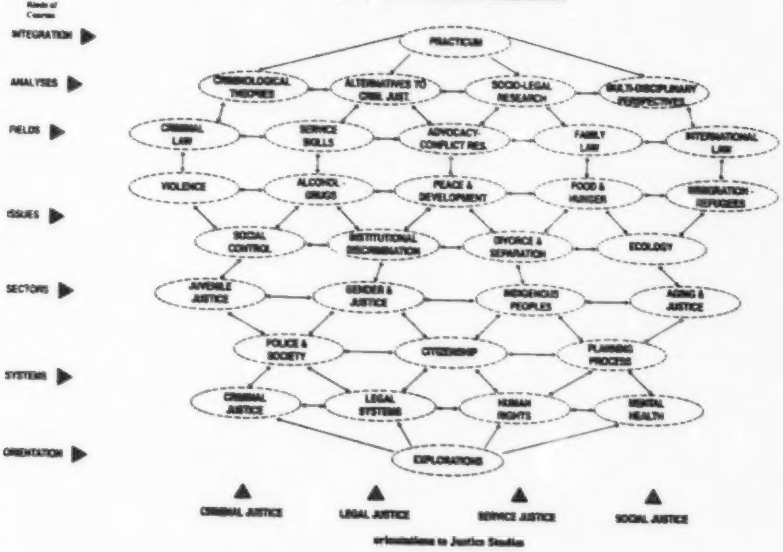
APPENDIX I

University of Regina
School of Human Justice

Survival & Beyond - Visions for the 1990s

1990 Fall Institute
September 21st - 23rd
at
St. Peter's Abbey
Muenster, Saskatchewan

The Curriculum Web
(Bachelor and Certificate of Human Justice)


Kinds of Courses
INTEGRATION
ANALYSES
FIELDS
ISSUES
SECTORS
SYSTEMS
ORIENTATION
PRACTICUM
CRIMINOLOGICAL THEORIES
ALTERNATIVES TO CRIM. JUST.
SOCIO-LEGAL RESEARCH
MULTI-DISCIPLINARY PERSPECTIVES
CRIMINAL LAW
SERVICE SKILLS
ADVOCACY-CONFLICT RES.
FAMILY LAW
INTERNATIONAL LAW
VIOLENCE
ALCOHOL - DRUGS
PEACE & DEVELOPMENT
FOOD & HUNGER
IMMIGRATION - REFUGEES
SOCIAL CONTROL
INSTITUTIONAL DISCRIMINATION
DIVORCE & SEPARATION
ECOLOGY
JUVENILE JUSTICE
GENDER & JUSTICE
INDIGENOUS PEOPLES
AGING & JUSTICE
POLICE & SOCIETY
CITIZENSHIP
PLANNING PROCESS
CRIMINAL JUSTICE
LEGAL SYSTEMS
HUMAN RIGHTS
MENTAL HEALTH
EXPLORATIONS
CRIMINAL JUSTICE
LEGAL JUSTICE
SERVICE JUSTICE
SOCIAL JUSTICE
orientations to Justice Studies

Registration Form

(please try to register by August 15)

1. I would like to attend the 1990 Fall Institute

   Name ____

   Address ____

   ____

   Postal Code ____

   Ph. No. ____

2. I will drive my car in the car pool ______
3. I need a ride ______
4. I am interest in the Research Workshop Friday night ______
5. I am willing to prepare/to contribute to a workshop discussion ______ name workshop(s) ____________

   ____

Registration Information

Registration fee: $5.00 (payable to School)

Room & meals (payable to St. Peter's Abbey at time of Institute)

A. Friday p.m. to Sunday noon	
2 nights @ $13.00 (shared room)	$26.00
6 meals @ $15.00 per day	30.00
Total:	**$56.00**

B. Saturday a.m. to Sunday noon	
1 nights @ $13.00 (shared room)	$13.00
4 meals @ $15.00 per day plus extra lunch	20.75
Total:	**$33.75**

Note: The School is able to provide some assistance to unemployed students. If you want to come and require assistance please let us know.

Travel: Car pools will be arranged from Prince Albert and Saskatoon CEC's and Regina Campus.

Please send in the attached form ASAP to:

Fall Institute
School of Human Justice
University of Regina
Main Library Building 515
Regina, Saskatchewan
S4S 0A2

Friday September 21st

7:00 - 9:00 p.m.
"Research Towards Aboriginal Justice"

A research workshop for those interested and able to come Friday evening. Will include discussion of implications of Aboriginal Justice Inquires elsewhere for Saskatchewan. Update on Prairie Justice Research.

Saturday September 22nd

10:30 - 12:00 a.m.
Panel & Discussion
"Justice Studies: Global and Regional Perspectives"

Panel to include Human Justice student, graduate, sessional and faculty. A free-wheeling discussion on emerging themes and challenges in Justice Studies.

1:30 - 2:30 p.m.
Panel & Discussion
"The Evolving Curriculum: Visions, Hurdles and Prospects"

Panel on the development of the School's Curriculum Web (see over)

3:00 - 4:30 p.m.
Workshops
"The Practice of Justice Studies"

I. Community Education: maintaining access after the cuts?
II. Interprofessional Education: is a human service faculty a pipedream?
III. Multidisciplinary Studies: what programs should be cross-credited?
IV. Practica: Can theory and practice be unified?
V. Does Sask. need a Justice Institute?

4:30 - 5:30 p.m.
Recreation

Bring your runners and gloves for softball

7:30 - 9:30 p.m.
Panel & Discussion:
"Gown, Town and the Pursuit of Justice: Shifting Relations Among University, Government and Community"

Panel to include people from the university, public service and community. A exploration of the new challenges to remain relevant and independent.

10:00 p.m. - on
Social

Sunday September 23rd

9:00 - 10:30 a.m.
"The Practice of Justice Studies" continued

Workshops:

I. Decentralizing Delivery: lessons from the Native Human Justice Program.
II. The Sessional: improving liaison with the School.
III. Why & How We Grade: rethinking objectives and processes of evaluation.
IV. The New Student Body: adult education and high school applicants.
V. Rebuilding Equitable Resources for the School.

11:00 - 12:00 noon
Wrap Up
"Directions and Priorities for the School"

Conclusions and recommendations from discussions and workshops.

Recycled Paper

ISBN 0-7731-0188-8